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ABSTRACT

A 1-year project at Amarillo College developed an associate degree program to train certified realtime caption writers so that they could pass the examination for certification for realtime caption reporting for persons who are deaf. During the project the following actions were taken: (1) curricular materials previously completed and approved were further tested, modified, and refined according to needs discovered throughout the grant period; (2) support, training, and linkage with area and regional court reporters was provided through opportunities to update theory-writing principles and receive education and training for realtime caption reporting; (3) information was disseminated throughout the project period to increase knowledge about the use and need for services of realtime caption reporting; (4) seminars, workshops, and presentations were conducted to provide opportunities for representatives from other court reporting institutions within the state of Texas to learn the concepts and methods for development and implementation of a realtime caption reporting curriculum; (5) marketing activities were conducted in an effort to secure equipment and salaries needed to increase the availability of realtime caption reporting services; (6) compliance with the legislation requirements mandated through the Americans with Disabilities Act was facilitated by providing realtime caption reporting services to the deaf population of Amarillo (Texas); (7) a comparative analysis of the progress of students in the classroom who are deaf/hard-of-hearing with provision of realtime caption reporting services was completed; (8) a study of the attainment of speed and accuracy of students enrolled in the realtime caption reporting curriculum was completed; and (9) plans were begun for the development of a realtime caption reporting center to provide services, by modem devices from any gathering or location where information is communicated for the general public, to area residents who are deaf or hard-of-hearing. (Documents used to conduct and promote the project are included in the report.) (KC)

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TEXAS HIGHER EDUCATION COORDINATING BOARD

FINAL REPORT

Institution Name: Amarillo College

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Project: Realtime training: Refinement/Implementation/Marketing

Project # 207441

Fice Code: 003540 **Appropriation:** $76,109

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PROJECT GOAL A

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FINAL REPORT

Institution Name : Amarillo College

Project: Realtime Training: Refinement/Implementation/Marketing

Project # 207441 **Fice Code:** 003540 **Appropriation: $** 77,167

The goals and objectives were included in the operational format section of the grant proposal. The following activities were conducted in an effort to attain the goals of the project, **Realtime Training: Refinement/Implementation/Marketing**.

Goal A:

Establish an advisory committee of a minimum of thirty members representative of the educational institutions, legal field, television media, court reporting profession, deaf/hearing-impaired population, and corporate sector.

The advisory committee was established at the beginning of the grant year to include representatives of **educational institutions, the legal field, television media, court reporting profession, deaf/hearing-impaired population, and corporate sector**. The committee was divided into subcommittees of the member's choice. The entire committee met and reviewed the overall project goals and objectives for the 1993-94 year. Each subcommittee group was charged with the creating and assuming the responsibility for individual **goals and objectives**. Sources of potential funding were investigated by each group in an effort to continue the expansion of services offered within the community and to promote community support and involvement in the activities conducted in affiliation with the grant project.

The individual groups representing the areas of captioning **(broadcast captioning, classroom captioning, and computer-integrated courtroom captioning)** met informally in small groups as necessary throughout the year. Throughout the three-year cycle of the grant project, "leaders" in each of the areas evolved in each committee. These leaders created the environment of keeping the advancement and promotion of **captioning visible** as a part of their daily routine. The representation that has developed from the disabled/hearing-impaired community and from local supporting organizations, form the broadcasting agencies, from the educational sector for persons who are disabled/hearing-impaired, and from the judiciary sector played a vital role in the progress achieved on the grant.

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Goals and objectives for the 1993-94 project year were drafted and submitted by each of the three subcommittee groups. Each committee was charged with the responsibility of providing information to the overall advisory committee on the educational issues, training, and information to be examined throughout the project year. Sources of potential funding were to be investigated by each group in an effort to expand the services offered within the community and to promote community support and involvement.

The following activities were initiated and directed through the subcommittees:

Broadcast Captioning:

This subcommittee was co-chaired by the lead captionist for **KFDA-TV, Channel 10** and the first realtime writer for the project, **Lisa Baird** and the director of Panhandle Council for the Deaf, **Shayne Rowell**.

* The services provided for KFDA-TV, Channel 10, for captioning the local news each weekday at 5:00 p.m. and 10:00 p.m. were continued throughout the grant year.

* Experienced captionists at the station provided information and functioned as **consultants** throughout the year.

* **Internship training** was offered to students enrolled in the realtime classes at all levels of caption training.

* **Fundraising events** were conducted through Panhandle Council for the Deaf in an effort to maintain the captioning services for the television station.

* Additional funding sources and possibilities continued to be investigated by **Shayne Rowell, Director of Panhandle Council for the Deaf**, to initiate additional joint endeavors between the Council and Amarillo College to create training situation for students and services for persons who are deaf/hard of hearing.

* **Presentations** and **demonstrations** were provided by Lisa Baird, CSR and chairperson of this subcommittee at area meetings and at area

educational institutions on a pro bono basis to help promote the demand and knowledged necessary to promote the vocation and services of realtime caption reporting.

Classroom Captioning:

This subcommittee was co-chaired by **Dr. Lillian Blakesley, Director, Regional Education Program for the Deaf**, and **Mary Lee Taylor, Coordinator of Accessibility Services** on the Amarillo College campus.

* The procedures of offering the services of **classroom captioning** on the Amarillo College campus for disabled/hearing-impaired students were continued.

* Services and procedures conducted for the classroom captioning were evaluated and reviewed by project personnel, Mary Lee Taylor, deaf/hearing-impaired students receiving services, student reporters, and the project director.

* The possibilities of offering services of **classroom captioning** in other locations were investigated.

Computer-Integrated Courtroom Captioning:

The computer-integrated courtroom captioning subcommittee was directed by **Judge Samuel Kiser, Judge of the 181st District Court of Potter County** and his court reporter, **Mrs. Brenda Gouge, CSR**. Both individuals have offered the project tremendous support through the two grant years.

* The subcommittee was composed of **attorneys, judges,** and **court reporters** from the area.

* The goals and objectives for the year were defined by the group. The distribution of educational information among members of the legal profession promoting the advantages of the **computer-integrated courtroom technology** was a primary objective of the group. In addition, funding to be raised for the equipment necessary for the implementation of the system was identified as a major objective for the group.

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* Judge Kiser and Mrs. Gouge promoted the project on every possible opportunity through this year. Members of the subcommittee became educated in the possibilities offered through he adoption of a **CIC (computer-integrated courtroom)** system and have continued to promote the concept among their peers.

* Equipment for the **internship training** of Amarillo College students in the procedures used for reporting realtime in a computer-integrated courtroom system was moved to the **181st District Court** in **Potter County, Texas**. The purchase of additional equipment was investigated by committee members throughout the year. **Judge Kiser** pledged his support in the endeavors necessary to implement such fundraising activities.

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PROJECT GOAL B

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REALTIME CAPTION REPORTING

Goal B:

Implement, test, and refine curricula and training as developed and documented through DACUM study and research of past two years.

The curricula materials for the **Realtime Caption Reporting I** class were reviewed, updated, and distributed to the students enrolled in the course. A number of teaching materials were tested to determine those that should be adopted for the class in the second semester.

The first Realtime Caption Reporting I students consisted of **certified court reporters** returning to school to become computer-compatible realtime caption writers.

Curricula materials for **Speedbuilding I, Speedbuilding II, Speedbuilding III, Court Reporting Computer I, Court Reporting Computer II, Court Reporting Computer III, and Court Reporting Computer IV** were reviewed, revised, and updated to meet the requirements for training realtime caption reporters. All classes for the courses listed were conducted using the realtime caption reporting computer equipment. Students were assigned to a computer on which their personal dictionaries had been installed. Students were required to participate in **theory practice** and **speedbuilding** while writing in realtime. Accuracy percentages, untranslates, and conflict rates were computed through computations completed through the software package for each individual at the end of the designated class meeting and/or laboratory assignment.

The services of classroom captioning were performed throughout the year in weekly sections for students who are **disabled/deaf/hard-of-hearing** enrolled in courses on the Amarillo College campus. A majority of the students participating in the classroom captioning services for the disabled/deaf/hard-of-hearing students were enrolled in Court Reporting Computer III, Court Reporting IV, Speedbuilding III, and Speedbuilding IV courses. The projects completed (the **printed copy of lecture notes**) were reviewed by the instructors assigned to the caption/court reporting computer classes, the project director, and the Amarillo College Accessibility Services Coordinator. The Accessibility Services Coordinator, **Mary Lee Taylor**, also visited with the students who are disabled/deaf/hard-of-hearing regularly to determine the benefits derived through the service. Instructors teaching the theory courses for the curriculum, **Camille Cargill** and **Gay Mills**, reported an increased rate of speed development for a majority of

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the students participating in the classroom captioning services. These students received credit in their courses for participation in the **classroom captioning** assignments.

Sources were investigated to offer **salaries for students** participating in the services of providing classroom captioning for students who are disabled/deaf/hard-of-hearing on the Amarillo College campus during the 1994-95 year. The **restructuring of curricula** materials have discontinued the practice of allowing class credit for the provision of such services pending the decision by the college administration. This endeavor would be implement in an effort to provide additional in-class training procedures for students, while encouraging the opportunities for paid positions for student trainees.

Other **software sources** were investigated. The project director contacted and was contacted by representatives for **StenoCat, Advantage, Stenograph,** and **Eclipse** software. All systems were reviewed for possible adoption by Amarillo College. All companies pledged service support and complementary software for teaching.

During the grant period, support services for **Stenograph** software, Premiere Power (realtime software) and CaptionIt (captioning software), was purchased. **StenoCat** software was installed on all computers located in the realtime classroom, BB313. Activities for learning the additional systems of software have been projected for the upcoming semesters.

Representatives from **Xscribe Corporation** visited the Amarillo College campus during the fourth quarter of the grant period. Instructors received additional training for the software system being taught, **2001**. Updated versions of the software was installed on all systems. The representative, Furdos Irani, also complete services of troubleshooting at the home of **Lisa Baird** who had been supplying services of captioning for the news broadcasts of KFDA-TV, **Channel 10**, by modem device from that location. Meetings were also conducted at the 181st District Court of Potter County to educate key players about the software available for the **CIC system**.

During the visit of the Xscribe representative on the Amarillo College campus, the **customer support** being supplied through the company was discussed. The support and solution to the problems encountered with software and training materials has not been effective for some time. Consideration was given to changing to an alternative supplier for the software; however, after some discussion with the representative, project personnel made the decision to retain the **2001 software** for the current period.

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Twenty-one updated manuals were requested and received. Discussions also included the concept of **Amarillo College** testing teaching materials and assisting with the creation of teaching materials for Xscribe Corporation.

PROJECT GOAL C

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Goal C:

Promote support and linkage with and training for area certified court reporters.

The class to **update the skills** of area reporters to those necessary for realtime caption reporting was conducted under the instruction of Lisa Baird, CSR, throughout the grant year. **Lisa Baird** is a certified shorthand reporter, a captionist for KFDA-TV, Channel 10, an instructor in the Office Education Department with a MBE degree, and a freelance firm owner.

The class was monitored by the project director. **Kym Klarich, CSR**, and project secretary/student tutor for the past three years attended the sessions to assist with the equipment located in the court reporting computer classroom.

During the Spring Semester, the certified reporters taking the **Realtime Caption Reporting** class were given the opportunity to learn a new type of software, **Premiere Power**, while working on the skills necessary for realtime caption reporting. At the same time, these reporters were given instruction on procedures for perfecting theory conflicts, defining untranslates, and creating additional dictionary entries.

During the month of February, Amarillo College realtime caption reporting computer equipment was transported to the **181st District Court** in **Potter County**. This equipment was relocated to provide the opportunity for students enrolled in the curriculum to participate in internship training in a **computer-integrated courtroom** setting. The training was conducted by Judge Samuel Kiser and his court reporter, **Brenda Gouge, CSR**.

The equipment provided an opportunity to for **local attorneys** to see the mechanics of realtime in the courtroom. This endeavor promoted the project and made the results visible on a daily basis within the courtroom. This **exposure was believed** to be vital to the continuation of the project and the services of realtime to the legal sector upon completion of the grant year.

The project director invited **David Langford, CSR**, court reporting for the 116th District Court in Dallas, Dallas County Court, to travel to Amarillo and present a **Realtime Workshop** for the court reporters in the Panhandle area. Meetings with the court reporters were held and plans were made to have Mr. Langford present the workshop on **Saturday, September 17**, at Amarillo College in the Court Reporting Computer classroom located in the Business

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Building, Room 313. **Mr. Langford** has agreed to conduct the workshop for **expenses only**. These fees are to be absorbed by the participants. An enrollment of twenty to twenty-five local reporters in anticipated.

PROJECT GOAL D

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Goal D:

Direct educational endeavors and linkages with area and regional representatives to create public awareness about and promote employment for realtime caption reporting services.

The list of organizations to be contacted for demonstration of the services of **realtime caption reporting** was compiled with the assistance of the advisory committee members. Names of organizations were also requested from **Panhandle Council for the Deaf**. The director of PDC, Shayne Rowell, was the chairperson on the project subcommittee for broadcast captioning. Mrs. Rowell **conducted demonstrations** for promoting the project throughout the year and for **raising additional monies** to assist in the funding of the continuation of the captioning services for KFDA-TV, Channel 10.

Demonstrations were conducted as they were requested from the organizations contacted. Among the **demonstrations completed** throughout the year were the following:

* A program featuring a guest speaker, **Dr. Mike Collier, Deaf Services Specialist, Advocacy, Inc.**, presenting information on the Americans with Disabilities Act, sponsored by Panhandle Council for the Deaf, Amarillo Speech and Hearing Center, and Regional Education Program for the Deaf on August 16, at the Texas Tech Medical School Auditorium. **Lisa Baird, CSR**, volunteered her services to provide realtime translations for the audience. The equipment set-up was provided by **Miles Wallace, Director of Distribution**, Instructional Services, Amarillo College.

* A demonstration was conducted for the **Amarillo College Foundation Board** in the West Dining Room of the College Union Building on the Washington Street campus. The program was presented to educate the members of the Foundation Board about the **services and offerings** being provided through the realtime caption reporting project. This program provided an opportunity for the college president, **Dr. Luther Joyner**, to view the realtime services for the first time since he came to the Amarillo College campus last year. Lisa Baird volunteered her services for this presentation. Miles Wallace provided the equipment set up. The program information was given to the group by the **project director**.

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* A demonstration was conducted by **Beta Sigma Phi's** Claude Chapter, Beta Epsilon Lambda at the First National Bank in **Claude, Texas**. This was a group of professional business women. **Kym Klarich, CSR**, and project secretary and student computer assistant for the past two years volunteered her services to produce the realtime translations of the program as conducted by the project director.

* One of the major highlights of the year came with the opportunity to caption for the Amarillo area's **United Way Victory Luncheon** during November. This luncheon was held in the Exhibit Hall of the **Amarillo Civic Center**. Lisa Baird, CSR, and Lisa Thrash, CSR, volunteered their services to provide realtime translations for the audience. The equipment set up was provided by Miles Wallace, Director of Distribution, Instructional Services, Amarillo College. An audience of **500 people** attended by function. Members of the audience were amazed at the realtime techniques displayed on the large projector screen at the front of the Exhibit Hall. A reporter from the **Amarillo Globe News** featured the demonstration in an article written about the luncheon. A copy of the article is attached to this report.

* The realtime caption reporting services were voluntarily committed for the annual **Paramount Terrace Christian Church Christmas Pageant** performed for area citizens at the Amarillo Civic Center This production portrayed the lief, death, and resurrection of Christ and is a major event in Amarillo at **Christmas**. The performance was offered for several successive days and all seats were sold out. Amarillo College was afforded the opportunity to caption one performance held on **December 17, 1993**, so that the members of the disabled/deaf/hard-of-hearing community, for the first time, could have equal access to this production. This demonstration was provided with the assistance of Lisa Baird and Miles Wallace. This experience afforded grant personnel a tremendous learning opportunity to realize the **requirements and possibilities** for offering realtime caption reporting services for such functions. A program for the pageant is attached to this report.

* The technology of implementing the services of realtime into a **computer-integrated courtroom** was demonstrated for elementary school children in the Randall County Courthouse by **Assistant District Attorney**, Frank Webb.

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Mr. Webb is an advisory committee member for the grant project. He was assisted by reporting students, Jamie Lummus, Dedra Dorman, and Glea Kennedy. All of these students voluntarily participated in the **classroom captioning services** for the past year. An article about the courtroom demonstrations has been attached to this report.

* The project director was contacted during the grant period by **Shayne Rowell, Director of Panhandle Council for the Deaf**, who requested the services of classroom captioning for a deaf student at **West Texas A&M University**. These services were voluntarily performed by Glea Kennedy, a caption reporting student currently enrolled in the program. This was the first opportunity in which classroom captioning services were offered at any other campus other than **Amarillo College**. Comments received by the project director were very favorable and encouraging indicating future opportunities for students.

* A **faculty development program** was presented on the Amarillo College campus to educate faculty members about the procedures for working with students who are **disabled/deaf/hard-of-hearing**. The presentation panel included the projector director and Lisa Baird, who demonstrated the services of classroom captioning for the audience. Mary Lee Taylor and Judy Johnson, **Accessibility Coordinators** on the Amarillo College campus, gave additional information to be used when working with students who are disabled/deaf/hard-of-hearing. A copy of the information distributed during this presentation has been attached to this report.

* A **news conference** was held in the 181st District Courtroom of the Potter County Courthouse after the realtime equipment had been moved to that location for the **internship training** of Amarillo College students. A press release was prepared for this day by the Public Information Office of Amarillo College. Television station representatives from **KFDA, Channel 10; KVII, Channel 7; and KFDA, Channel 4** were present for this event. Interviews were taken from the project director, Patsy Lemaster, Judge Sam Kiser, Brenda Gouge, and Dr. Lillian Blakesley, Director for Regional Education Program for the Deaf.

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Reporters from the **Amarillo Globe News** were also present on the day of the news conference. A copy of the article appearing in the **Amarillo newspaper** on February 16 has been attached to this report.

The participants attending the press conference on February 15 were granted the opportunity to receive the **thanks from representatives** of the population of deaf and hard-of-hearing citizens in the area. At the end of the interview, the parents of a **deaf daughter** entered the courtroom to express their sincere thanks to Judge Kiser for his support of the deaf/hard-of-hearing community. This couple had lost their grandson in a fire that occurred in the home of the deaf daughter. The daughter had not heard the **fire alarm** and did not realize that the fire was out of control until it was **too late** to save her baby son.

* The **United Way Annual Luncheon** was held within the third quarter report period. This luncheon was held at the **Amarillo Children's Learning Center**. This presentation was another major success for the project. However, this time with the success of the presentation of the captioning services performed by Lisa Baird, CSR, came an **additional victory** on the project. With some encouragement from the project director, United Way officials decided to pay Lisa Baird a fee of **$25 per hour** to provide the captioning services for the luncheon on that day. This presentation represented an extremely significant event since it was the first time that the services had been paid for by the organization receiving captioning communications. As a result, the project director has **pledged support and assistance** to the United Way organization in all small presentations by offering captioning services performed by students within the curriculum at no cost whenever possible.

* The project director and **Brenda Gouge, CSR**, joined the president of Amarillo College, **Dr. Bud Joyner**, in a television interview conducted by KACV-TV, Channel 2 to discuss the computer-integrated-courtroom and the student internship program to be conducted in the 181st District Court of Potter County, Texas. The **30-minute program**, "Eye on Campus," was recorded and aired three times on the station within a three-week time period.

* The second annual **"Snowball Classic"** Racquetball Tournament was held January 28-30 at the Amarillo Athletic Club sponsored by **Panhandle Council for the Deaf** to raise funding to allow the continued services of captioning of the KFDA, Channel 10, newscasts. Shayne

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Rowell, PCD Director, reported that **$11,000** was raised to support the captioning project. Copies of the materials distributed announcing the fundraising event have been attached to this report.

* The project director was invited to become a member of the blended board of the directors for the **Amarillo Speed and Hearing Center** and **Panhandle Council for the Deaf**. Meetings of this group are held monthly. The project director was elected by the group to be an officer.

* The project director and the project secretary attended the **Panhandle Career Job Fair** hosted by Region XVI on Wednesday, March 23, held at the **Educational Service Center** in Amarillo. The equipment was demonstrated and the educational materials for the program were distributed to area participants This session proved to be extremely valuable in assisting with the knowledge of educators working with disabled and hearing-impaired students.

* A presentation was planned for the **Texas Association of Post Secondary Occupational Education Administrators** (new name) to be held in October 1994. A demonstration of realtime caption reporting and the background of the curricula and evolving vocation is being planned for this session. A **video taped production** illustrating the uses of the captioning services was created to show at this presentation. Since the grant period will have ended prior to the presentation date, funding for the travel will be absorbed by the institution.

* The **first jury trial** using internship training realtime caption reporting equipment placed in the 181st District Court of Potter County was held during the first week in April. **Brenda Gouge, CSR**, reported that the jury, the attorneys, and the participants in the trial proceeding were impressed and amazed by the realtime transcript as it was prepared. This type of activity has continued to occur throughout the last few months of the grant period.

* A **mock trial** proceeding was conducted in the 181st District Court of Potter County by Brenda Gouge, CSR, and Judge Sam Kiser for the court reporting practicum class of Amarillo College during the last grant quarter. Many of the students in attendance had the opportunity to participate in the **internship training** at KFDA-TV, Channel 10, and in the classroom communication project.

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* The **1994-95 Amarillo College catalog** was distributed during the final grant quarter. The entry for the curriculum for realtime caption reporting was included for the first time in this catalog. A copy of the pages outlining the program has been attached to this report.

In all of the presentations listed above, the services of realtime caption reporting were **enthusiastically received** by the attendees. Additional opportunities for demonstrations have been promoted by the participants at such programs. Additional programs and presentations are being planned as this report is being prepared to be submitted.

PROJECT GOAL E

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Goal E:

Provide educational opportunities for representatives from other public and private court reporting institutions in the state.

A workshop session was presented by project personnel at the annual **Texas Organization for Reporter Training Schools** (TORTS) during the month of July in Austin, Texas. The project director was assisted by other instructors teaching in the court reporting and caption reporting programs at Amarillo College, **Beverly Fite** and **Camille Cargill**.

The workshop was attended by representatives of court reporting institutions **throughout the state**. During the workshop, participants were asked to contact Amarillo College for information and demonstrations on the realtime caption reporting program.

The project director was asked to help with a **student workshop** and **membership drive** to be sponsored by Texas Court Reporters Association during the year. This invitation came as a result of the presentation at the TORTS workshop.

The student membership drive for the Texas Court Reporters Association was begun in the final part of the second quarter grant period. The project director was charged with the responsibility of contacting **El Paso Community College**, El Paso; **International Business College**, Lubbock; and **Stenograph Institute of Texas**, Abilene. This contact gave the director an opportunity to network with area reporters and educators from throughout the state.

The project director and project coordinator traveled to San Antonio for the annual **Texas Junior College Teachers Association Conference**. Sectional meetings on reporting and realtime were conducted. The project personnel was contacted by several educators throughout the state wanting information on the development of **curricula materials** for realtime caption reporting. These educators were invited to attend the TJCTA Conference for additional information.

During the month of February, the project director and the project coordinator attended the **Texas Court Reporters Association** workshop held in Houston. The conference provided project personnel with the opportunity to network and to share with representatives from court reporting institutions throughout the state.

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Amarillo College's program and curriculum was included in an article published in the national court reporting publication, **JOURNAL OF COURT REPORTING**. The article, **"The World is Tuning in to Realtime,"** was authored by Peter L. Jepsen. **Peter Jepsen** has been a consultant on the AC realtime caption reporting project since its inception. This article, featured in the March issue, stated the following about the AC program: **"This is the first program of its kind in the world and will help to establish the profession of realtime captioning."** The article prompted several inquiries from throughout the United States. A copy of the article has been attached to this report.

The project director and the project coordinator traveled to Richardson in the month of March to visit with representatives of the **Professional Court Reporting School**. Administrators of the school had contacted the project director to inquire about the curriculum compiled through the grant project endeavor. Professional Court Reporting School had a reputation for having an extremely progressive style of teaching had been focusing on **realtime teaching**. The visit provided project personnel with the opportunity to connect with representatives from another institution working toward **comparable goals** in the teaching of realtime caption reporting. The administrators of both institutions agreed to investigate the possibility for cooperative endeavors to benefit the schools.

During the Richardson visit, project personnel contacted **David Langford, CSR, 116th District Court, Dallas, Texas**. Since the equipment for training internship students within the court setting had just been moved to the 108th District Court in the Potter County Courthouse, this visit resulted in some very helpful and positive information to assist with the creation of the internship training for CIC **(computer-integrated courtroom)**. Alternative types of software were discussed and some teaching/instructional materials were received. Mr. Langford extended an invitation to help project personnel in the future with the education of the Amarillo judiciary representatives about the benefits of CIC and the training of internship students in the 108th District Court, Potter County.

The project director and the project coordinator attended the **National Court Reporters Association Midyear Conference** held in San Antonio, Texas during April. Seminar sessions and presentations on realtime were presented throughout the conference. Project personnel also visited San Antonio Junior College and San Antonio Court Reporting Institute to make presentations about realtime teaching. A meeting was held with the administrators of San Antonio Junior College to assist them with the necessary

information to develop a curriculum and program in teaching realtime caption reporting.

PROJECT GOAL F

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Goal F:

Promote marketing activities to aid community in securing equipment/salaries to provide increased availability of realtime caption reporting services.

Vocational counselors were contacted at a number of area schools within driving distance from Amarillo asking for the opportunity to make presentations for interested **high school students**. During the grant year, presentations were conducted by grant personnel in the independent schools located in **Hereford, Dimmitt, Childress, Happy, Canyon, Amarilllo, Sunray, Tulia, Dumas, and Lubbock**. Over 1500 students were contacted throughout the year. The project director also attended the area high school Career Day held for high school students in the Panhandle at the **Amarillo Civic Center** to participate in recruitment activities.

A **colorful brochure** promoting realtime caption reporting was produced and received for distribution. The brochure was mailed and distributed to high school students. It has become a part of the campus-wide recruitment endeavors being conducted by the college for high school career days. The brochure continues to be available for audience members at all presentations made for realtime caption reporting. A copy of the brochure is attached to this report.

A **video production** was created for the marketing and promotion of the realtime caption reporting program by the **Amarillo College Instructional Services Department**. The video includes a description of the program, its uses, and an example of captioning recorded at the bottom of the screen.

During the grant period, the possibilities for offering realtime caption reporting services in the **Amarillo Independent School District** were investigated through Dr. Lillian Blakesley, Director, Regional Education Program for the Deaf. It was found that additional equipment would have to be secured to enable the continuation of the teaching at Amarillo College and still have the equipment for the services to be offered. This endeavor will be continued into the next year. Resources for the implementation of services/equipment will be investigated further.

The project director spent a great deal of time in the last few weeks of the grant period attempting to attain the **institutional commitment** of funding for the continuation of the classroom captioning services being offered on the Amarillo College campus. Many meetings and telephone calls were made. However, due to the lack of funding for such services and the misunderstanding of the need of the services among college personnel directing such endeavors, the attempt was unsuccessful. The project director will

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continue to try to get such funding committed during the next school term during the **creation of the budget** for the 1995-96 year.

The article written for the **JOURNAL OF COURT REPORTING** by Peter Jepsen prompted numerous student and institutional contacts from across the United States. Prospective students also contacted the project director as the result of the recruitment endeavors and television promotionals conducted throughout the year.

The caption reporting program was featured in the television advertisements promoted on local stations by the **Amarillo College Office of Public Information** for recruitment and enrollment information for the 1994-95 school year. These advertisements were aired throughout the summer months ending the grant period.

PROJECT GOAL G

TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROGRAM YEAR 1993-94

REALTIME CAPTION REPORTING

GOAL G:

Compliancy with the legislation required by the Americans with Disabilities Act and T.V. Decoder Circuitry Act by providing realtime caption reporting services.

During the grant period, a consortium committee was developed among **Panhandle Council for the Deaf, Amarillo Speech and Hearing Center, and the Regional Education Program for the Deaf**. Due to the participating of representatives from the various organizations on the realtime caption project in the past few years, the project director was asked to become a member of the board of directors for this consortium. This assignment helped the project director stay informed on the **needs and demands** of the population of deaf/hard-of-hearing to be served. The position also created opportunities for the director to become more aware of the various disputes and disagreements resulting from the **differences in sign languages** used and in differences of opinions about the issues involved in captioning and interpreting.

Educational information related to the **T.V. Decoder Circuitry Act** and the **Americans with Disabilities Act** was presented as a major focus of all the demonstrations and presentations conducted throughout the grant period.

The representatives of Panhandle Council for the Deaf and the Regional Education Program for the Deaf have begun to include the **services of captioning** when they are encountered with a situation requiring the skills of an interpreter. This process illustrated a transition in the thinking process of services that should be provided for citizens who are disabled/deaf/hard-of-hearing.

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PROJECT GOAL H

TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROGRAM YEAR 1993-94

REALTIME CAPTION REPORTING

GOAL H:

Complete comparative analysis to evaluate progress of students who are deaf/hard-of-hearing receiving realtime caption &2 reporting services in the classroom setting.

Mary Lee Taylor, **Coordinator of Accessibility Services for Amarillo College**, spent the year identifying students and tracking progress on those receiving realtime services as opposed to those having only the assistance of notetakers and interpreters.

A final report submitted by Ms. Taylor has been included with this report. The data compiled from the review of the classroom captioning assignments were positive. Ms. Taylor reported throughout the project that her students were extremely dependent upon the services they were receiving.

In the effort to advance and work toward the aspect of creating **"paid" positions** for the classroom captioning students, in the final months of the grant, this investigation and research was begun. Ms. Taylor's report makes reference to the difficulties encountered in implementing such a program on a routine basis. This research continues as this report is prepared. The services of classroom captioning are to be reinstated regardless of whether funding for the services can be obtained. However, this possibility has to be **researched thoroughly** for the benefit of the total captioning program and the students enrolled. Meetings to provided the services and the salaries needed for the students working in the program are currently being conducted.

PROJECT GOAL I

TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROGRAM YEAR 1993-94

REALTIME CAPTION REPORTING

GOAL I:

Research analyzing attainment of speed and accuracy skills by realtime caption reporting students.

Students designating interest in the field of realtime caption reporting were identified by the instructors of the theory classes, **Camille Cargill and Gay Mills**. The tracking of the student program was monitored predominantly by Mrs. Cargill.

Mrs. Cargill reported to the project director that the students writing accurately in realtime **progressed in speed** more rapidly within the second year of the program than those who had concentrated purely on the speed of writing. As students entered the portion of the curriculum which moves them from writing familiar matter to unfamiliar matter, a **correlation** was seen among those students who had been instructed in the techniques for writing realtime. This correlation was explained by the instructor as being due to the **decrease in the hesitation** time in writing outlines as they are heard. Students demonstrating weak theory and poor writing habits were believed to waste time hesitating and determining how to write a word so that they could be remembered and transcribed. Those students demonstrating skills of accuracy in theory writing were taught to write words **phonetically by syllables** which reduced the hesitancy time period when encountering unfamiliar terminology.

The results of this training will be studied and reviewed throughout the advancement of the students being trained. Those students beginning theory classes in this grant period will **continue to be monitored** during the remaining semesters during which they are enrolled in the program. The continuation of the tracking of this student group will provide the information needed to determine if the assumptions related to **"realtime teaching vs. speed training"** are conclusive.

PROJECT GOAL J

TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROGRAM YEAR 1993-94

REALTIME CAPTION REPORTING

GOAL J:

Direct planning for development and implementation of realtime caption reporting center to be located on the Amarillo College campus.

As Amarillo College students have become trained and competent on the equipment used for realtime captioning services, additional **opportunities have been investigated** and conducted. The methods and means of using the services continues to grow at an increasing rate. The scheduling, planning, and arranging for people, facilities, and equipment to implement services in as many places as possible is an extremely **time-consuming endeavor**.

During the final months of the grant period, another cooperative project has been seriously considered. The representatives for **Panhandle Council for the Deaf, Amarillo Speech and Hearing Center, KFDA-TV, Channel 10, and Amarillo College** have begun discussing the possibility of embarking upon another cooperative grant project. The project would be directed and "picking up" where this one ends. It has become the consensus of the group that the **"center"** would be a much more profitable and visible enterprise if housed in the same building as the organizations involved in serving the needs of the **targeted clientele**, Panhandle Council for the Deaf and the Amarillo Speech and Hearing Center. KFDA-TV, Channel 10 and other local broadcasting stations could contract services from the center which could be supplied by modem devices. The Amarillo College students and graduates of the realtime caption reporting program would **supply such services** for the center, thus creating the "paid" employment positions which are so desperately needed. The group is currently working out the details of implementing such a plan. Research is also being conducted to locate an **appropriate grant proposal** for this project. Although this plan would move the physical location of the captioning center to the building owned by PDC and the Speech and Hearing Center, the primary contractor in the grant endeavor would be Amarillo College personnel who would be responsible for the **training and direction** of the services conducted from the center. All entities involved in this endeavor are excited and **enthusiastic to continue** with the project begun with the curriculum development for Realtime Caption Reporting.

PROJECT GOAL K

TEXAS HIGHER EDUCATION COORDINATING BOARD
FINAL REPORT
PROGRAM YEAR 1993-94

REALTIME CAPTION REPORTING

GOAL K:

Update curriculum competencies based upon data compiled throughout the year.

Throughout the year, the competencies for the program were realistically tested through the courses being offered. All **courses were monitored** as they were implemented by individual instructors assigned to the teaching. A semester has not passed without the **revision and modification** of the original activities used in implement the teaching of realtime caption reporting.

In the next year, plans are being made to move the courses to a more **advanced level** of teaching. This has been made possible through the numerous hours of hands-on training that has been conducted through the classes.

The additional software that has been donated to the school for instruction will enable the creation of new directions and offerings at all levels of the curriculum. As the services of captioning begin to become "paid positions," the requirement to include these services as a part of the student training on such a large scale will decrease. This will allow for **more specialized vocabulary and training exercises** in the uses of hardware and software for the realtime caption reporting students.

As the grant period is ending, the project director has been invited to become a member of the **Realtime Educational Subcommittee for the National Court Reporters Association**. This committee of approximately ten individuals will direct the development of "model" curricula to be implemented in all approved court reporting institutions teaching realtime in the near future.

The project director has also accepted the invitation to present a **four-hour national workshop** at the annual **NCRA Teachers Workshop** during the Fall Semester to help representatives from other institutions work toward the goals and guidelines necessary for the implementation of realtime curriculums.

As a result of the many, many changes that are still occurring within the curriculum, the task of development has by no means been "finalized." It appears that it will be an **ongoing process** for several years to come!

OTHER SUPPORTING DATA

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Bulletin board

From Garden Talk, the newsletter of the Amarillo Garden Center: "Correction: In the October newsletter, I cautioned not to use diseased leaves in fall compost. Due to a typographical error it read **deceased leaves**. Sorry if this caused confusion."

United Way loaned executives celebrated the campaign's successful end by sporting T-shirts at the Monday luncheon proclaiming "I Survived Boyd Scouts." They got a good shot of revenge at "Scoutmaster" **Ron Boyd** when, as the climax to their skit, they handcuffed him to a chair and thoroughly covered him with squirts of some kind of dry, foamy, ropy, entirely unnatural substance called Silly String. Slightly disheveled, Boyd wandered around after the luncheon, handcuffs dangling from one wrist, asking plaintively, "Does anyone have the key to these things?"

The luncheon also featured an impressive display of "real-time captioning." As Boyd announced the winners of the various awards, his image was telecast on a big screen beside the podium. Below the picture, his words flashed in print almost as soon as he'd spoken. The captioning was handled by **Lisa Baird** and **Lisa Thrash**, who do closed captioning for KFDA-TV newscasts and work with the Amarillo College program to train court reporters in the new technology.

Almanac: On this date in 1900, the first automobile show in the United States opened at New York's Madison Square Garden under the auspices of the Automobile Club of America.

Cathy Martindale
Executive Editor

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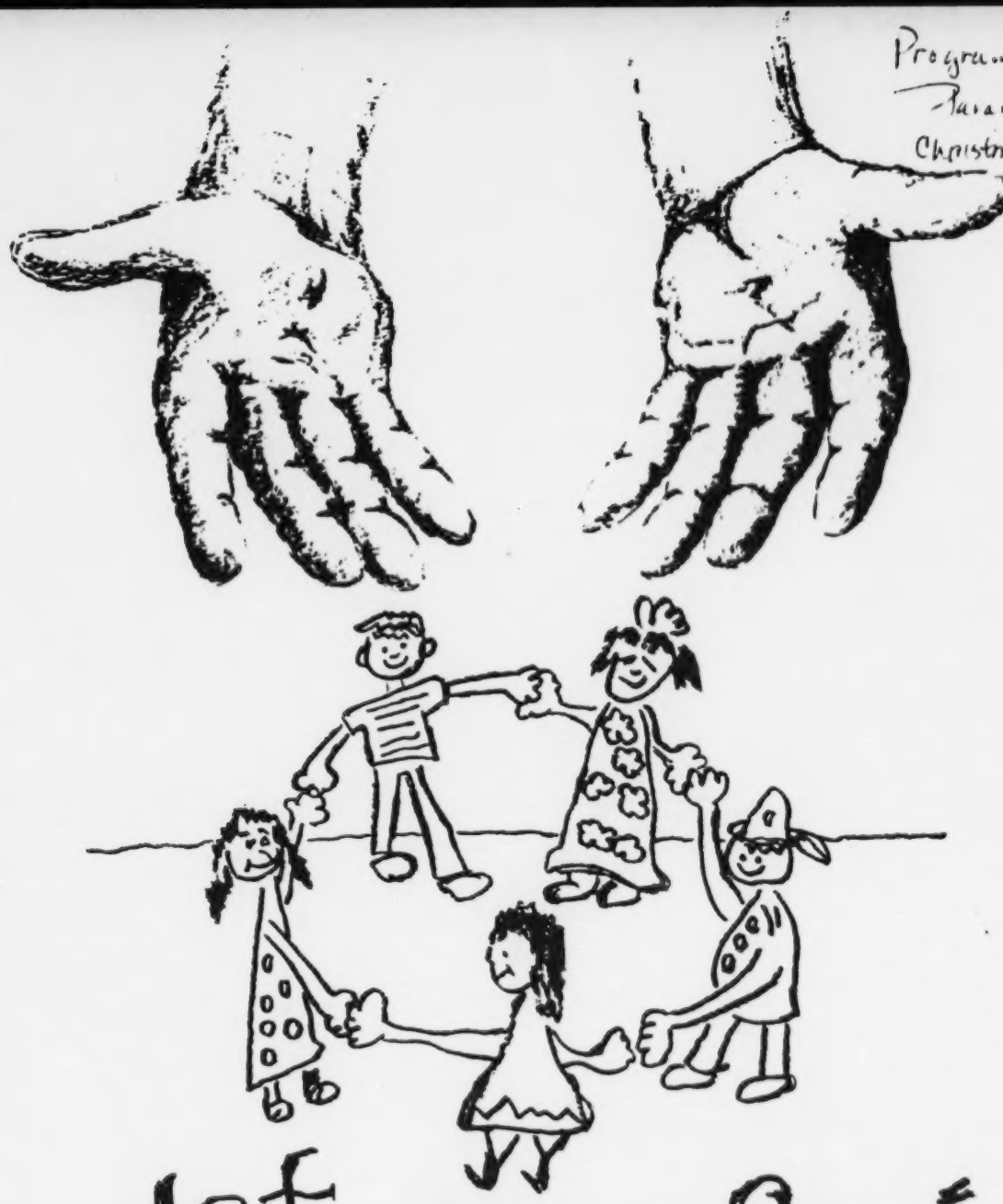
Program from
Paramount
Christmas Pag...
Capt...



Let Them Come

Presented by

Paramount Terrace Christian Church

Music Ministry

Conducted by Regi C. Fowler

Amarillo Civic Center Auditorium

December 17, 18, 19, & 20, 1993

Let Them Come

Act I

Caroler's Hoedown ..... Stephenson

Sanctuary Bell Choir

Christmas Evergreens ..... arr. Potts

Sing We Now of Christmas ..... arr. Prentice

Go Tell It On the Mountain ..... arr. Curtis

Merry Christmas ..... Ferguson/Christopher

Some Children See Him ..... Burt/Potts

Sanctuary Choir and Orchestra

Act II

Some Children See Him ..... Burt
Elizabeth ..... Hodges/Lawson

GABRIEL APPEARS TO MARY
He Will Be Great ..... Carr/Phillips

MARY AND JOSEPH JOURNEY TO BETHLEHEM
Personet Hodie (orchestral) ..... Bass
The Birthday of a King ..... Neidlinger/Potts

WORSHIPPING THE NEWBORN KING
Carry Him Gently ..... Red/Courtney
What Sweeter Music ..... Rutter/Herrick
Carol Medley ..... arr. Potts

JOSEPH AND THE BABY JESUS
Joseph's Song ..... Card

PASSOVER IN JERUSALEM
Salvation Is Created ..... Tchesnokoff/Coates/Hodges
Praises of Israel Medley ..... Hayes

THE MINISTRY OF JESUS
I Am ..... Smith/Clydesdale
Jesus Has Time ..... Fettke/Rebuck
The Lord's Prayer ..... Mallote

THE ENTRY INTO JERUSALEM
Behold the King! ..... Keister/Scholl/Clydesdale

THE LAST SUPPER
With You (The Communion Song) ..... Carr/Scholl

GARDEN OF GETHSEMANE
He Won't Forget Whose Child You Are ..... Keister/Scholl/Clydesdale

IN PILATE'S HALL
Let Him Be Crucified ..... Clydesdale

THE ROAD TO CALVARY
Via Dolorosa ..... Sprague/Borop

THE CRUCIFIXION
Save Yourself ..... Strader
Behold the Lamb ..... Rambo/Clydesdale

THE RESURRECTION
The Empty Tomb (orchestral) ..... Rittenberry
Hallelujah! from *The Messiah* ..... Handel

CLOSING PRAYER

CHORAL CLOSE

SANCTUARY CHOIRS
Tony Clayton, President

SOPRANO
Beverly Altsman
Tina Ashby
Jan Baker
Anita Bellieu
Lisa Bradshaw
Sondra Cargle
Ruthie Chandler
Kari Clayton
Karen Cline
Kathy Cline
Brenda Daniel
Terri Davis
Linda Dominguez
Lisa Ferguson
Sharon Fischer
Gina Gable
Stacy Hitchcock
Linda Kimsey
Cindy Ledford
Debbie Lewis
Eva Lile
Julie Mathis
Donna McCracken
Kris Staff
Lori Starcher
Dawn Stephens
Tricia Stitt
Jane Taylor
Kathy Williams
Jane Wilson-Ragan
Diana Witherspoon
Laura Woolsey

ALTO
Debbie Barron
Donna Beck
Donna Birchfield
Treva Brewster
Mindy Briggs
Kay Brinkley
Jenni Brown
Becky Buttel
Irma Cockrell
Kathy Cunningham
Terry Dahl
Ginger Ford
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Jan Frisbie
Janice Geerdes
Julie Guy
Terri Harrison
Gloria Herrick
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Karla Lautt
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Robyn Stuart
Sandy Swafford
Barbara Thomas
Julie Thomas
Sandy Wheeler
Sandy Williams

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Roger Cunningham
Gary Daniel
Emadene Davidson
Paul Dominguez
Kay Elliott
Jim Elliott
Dan Epley
Robert Fowler
Frank Frisbie
Jimmy Jennings
Alan Miller
Gene Pittman
Alan Pohlmeier
Mark Quintero
Joyce Shull
Scott Simmons
Eldon Stapp
Todd Stephens
Cynthia Vanderford
Joe Woolsey

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Larry Boyd
Rick Branigan
Brad Brown
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Clay Coker
Matt Flory
Bob Gerhardt
Mike Goree
Bill Hodge
Harold Jennings
Dwight Mason
Cory Mathis
Larry McCracken
Kevin Parker
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Craig Staff
Charles Stuart
Tommy Taylor
Brian Tucker
Dane Williams

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Emily Bell
Andy Blakley
Lorie Bottger
Carie Brown
Marci Brown
Carrie Cargle
Joseph Crouch
Tracie Daniel
Galyn Gafford
Nigel Geerdes
Luke Greer
Casee Guill
Michelle Harmon
Eric Hinton
Sheldon Jefferson
Murray Johnson
Lacey Kidd
Stephen Lewis
Brandon Mason
Jennifer McOwen
Alyssa McWilliams
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Megan Reese
Shannon Seiber
Carl Tucker
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Tom Kile
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Margaret Scales-Peacock
Dawn Davis
Beverly de la Bretonne
Melvin Harrison
Blake Hackler

VIOLA
Linda Chelf
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BASS
Karalee Kiger

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Janet Rittenberry

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David Ritter
David Hinds
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TROMBONE
Joe Cox
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TUBA
Steve Smoot

PERCUSSION
Brad J. Bledsoe
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HARP
Olive Bernard

PIANO
Susan Hinrichs

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ANGELS
Kedra Brown
Beth Daniels
Debi Hack
Marty Holloway*
Helen Jefferson
Debby Johnson
Jody Kile
Sue Kile
Penny Kobel
Pat Lewis
Kennan Liles
Nina Mason
Tonya McBride
Patti McMinamin
Debbie Patterson
Reggie Scarbrough
Lori Williams

SOLDIERS
Brian Brown
Steve Brown
Scott Campbell
Charlie Daniels*
Shane Farris
Ron Ford
Danny Fulton
Richard Holloway
Billy Kersh
Jim Kile
Paul Kobel
Mark Lautt
Ken Plunk
Cecil Price
Mark Quintero
Nick Smart
Rich Vaughn
J.T. Witcher

ISRAELITE WOMEN
Dorothy Corona
Karen Gafford
Debbie Haag*
Laquita Hurt
Maribeth Kennedy
Darlene Knight
Jane Niebergall
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Roger Cunningham
Randy Edwards
Ray Guy*
George Huffman
Jack Knight
Kim Luker
John Petty
Dale Sumner
Frank Thomas
Steve Williams

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Jack Gillum
Bob Haag
Randy Hansen
Rod Jones
Roger Lewis*
John Petty

KINGS
John Dodson
Rich Jones
Frank Thomas

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Steve Williams

THIEVES
Joseph Crouch
Dale Sumner

BARABUS
John Petty

ELIZABETH
Gloria Herrick

ZECHARIAH
Sam H. Childers

GABRIEL
Frank Frisbie
Jimmy Jennings

MARY
Jenni Brown
Laura Woolsey

What Sweeter Music SOLOISTS
Sondra Cargle
Jane Wilson-Ragan

JOSEPH
Cory Mathis
Alan Pohlmeier

Praises of Israel SOLOISTS
Wendell Ashby
Janice Geerdes
Tammy Milbern
Dawn Stephens

NAOMI
Karen Gafford

MARTHA
Jane Niebergall

SARAH
Kristi Niebergall

With You SOLOISTS
Harold Jennings
Dane Williams

He Won't Forget SOLOISTS
Ginger Ford
Treva Brewster

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Art Brewster

BOY JESUS
Luke Greer

BABY JESUS
Tyler Bryant
Ashley Phillips
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Mason Thompson
Alexandria Watts

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Save Yourself SOLOISTS
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Matt Flory

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Bryan Daniel
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Jeff Holloway
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Meredith Poling
Erin Sims
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Paige Bradshaw
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Josh Brewster
Amber Brown
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Traci Clayton
Kati Cline
Alesha Cude
Chelsie Cude
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Lindsaye Dominguez
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Jameson Fowler
Lauren Fowler
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Brittany Franks
Cody Franks
Stephanie Fulton
Melissa Goree
Logan Greer
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Tori Holloway
Bryan Hoyler
Stacy Jefferson
Jeffrey Jones
Jennifer Jones
Kane Kersh
Katie Kersh

CHILDREN (Continued)
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Malia Lautt
Jennifer Leonhart
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Kayla McCracken
Ryan McCracken
Amanda McMenamin
Chad Munkres
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Justin Oppel
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Chelsi Pohlmeier
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Molly McCracken
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Myia Staff
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Janice Geerdes
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Terri Harrison
Steve Hitchcock
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Charles Stuart
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Dane Williams
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Jessie Liles
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Cynthia Jennings
Irvin & Betty Knavel
Janie Luker
George Lynch
Jerry Wheeler*

A special thanks goes to the Adult Bible Classes for the food provided for our families involved, and Flying by Foy. If your name was omitted from this program, it was due to human error. The "One Who Counts" knows each and everyone involved.

*Denotes Committee Chairperson

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Paramount Terrace Christian Church

4000 Mays Avenue
353-6615

The program you are about to see is presented as a gift to the community by Paramount Terrace Christian Church. It is our hope that by sharing in this "gift," you will be made more aware of the greatest gift ever given to man– Jesus Christ.

At Paramount Terrace Christian Church we greatly value the gift of Jesus. We rejoice continually in the fact that through His death we receive the gifts of forgiveness and eternal life and the privilege of becoming sons and daughters of God.

Our church is founded on a common love for the Lord, His people, and a desire to become more like Him. We do not claim to be the only Christians in town, nor are we perfect. Our goal, simply, is to be Christians and to grow together as we serve Jesus Christ.

We hope that you will be touched and changed by having been a part of the wonderful Christmas story. If you are looking for a church home where Christ is King, we invite you to join us for worship and Bible School anytime. You may find, as have so many, that Paramount Terrace Christian Church is an oasis of love and learning, a harbor of acceptance and encouragement.

May the richest blessings of the Father and the Son be with you and your family during the Christmas season! God sent His Son to die for you–how will you receive the gift?

Our Gift To You . . . Celebrating God's Gift To Us All!

SERVICE TIMES

SUNDAY

Worship - Children's Church Bible School (Adult) 8:30 a.m.	Worship - Bible School (All Ages) 9:45 a.m.	Worship - Children's Church Bible School (All Ages) 11:00 a.m.	"We Are Family" Evening Hour 6:00 p.m.

MINISTERIAL STAFF

Roy S. Wheeler Senior Minister	**C. Scott Greer** Minister of Youth	**Bob Schroeder** Minister of Education	**Jim Shelburne** Minister of Shepherding
Bob Murphy Minister of Membership Development	**Regi Fowler** Minister of Music	**Clarice Cassada** Director of Women's Ministry	**Jay Graham** Minister of Singles
Marie Corona Nursery Director	**Treva Brewster** Children's Choir Coordinaotr	**Laura Sims** Preschool Director	**Richard Holloway** Elementary Director

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Scam artist sentenced / page 3

CHS basketball starts strong / page 10

yon News

Canyon, Texas 79015 14 Pages 1 Section Plus Supplements 35 Cents

Wishing
You A Warm &
Wonderful
Thanksgiving

Mrs. Barrett's and Mrs. Byrd's 5th grade classes got to play the role of jurors Tuesday morning at the Randall County Justice Building. The Oscar Hinger students learned of the judicial process in class, and thanks to the DARE program, got to take a field trip to experience the process first hand. Assistant District Attorney Frank Webb instructed the students in the different roles people play in the justice system.

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HEARING DISABILITIES

THINGS TO KNOW:

- There are more people who are partially deaf than have no hearing at all.
- Sign language is not another form of English. It is an official language with its own grammar, context and rules.
- Lip-reading, while helpful without sound clues, is only 30% - 50% effective and can be very tiring after long conversations.

THINGS TO DO: COMMUNICATING

- Find out how the person best communicates.
- Gain their attention *before* starting a conversation.
- If the person uses an interpreter, address the person, not the interpreter.
- Use a pencil and paper to communicate your thoughts.
- Body language is important. Try to match your facial expressions and body language with what you are saying. For example, if you're angry and saying angry words, show that anger on your face.

Continued ...

Faculty Development Seminar on ADA

IF THE PERSON LIP-READS:

- Speak in a normal, unexaggerated manner. Simple, short sentences are best.
- Be patient if you are asked to repeat yourself.
- It is important that there are no physical barriers between yourself and the person with whom you are speaking. Good lighting is also helpful.

THINGS TO CONSIDER:

- People who are deaf may have difficulty communicating when there are two or more speakers, especially if there are many interruptions and background noises. Try to keep the conversations clear and move to a quiet setting if possible.
- If you are asked to repeat yourself, be patient and comply. Answering *"Never mind"* or *"Nothing, its not important"* is demeaning to the person who's deaf. These responses imply the person is not worth repeating yourself for.

TELECOMMUNICATION DEVICE FOR THE DEAF

This telephone device uses a keyboard and a digital readout screen to provide communication between people who are deaf and whatever source has a TDD on the other end. These devices are relatively easy accommodations to make and can dramatically enhance the lifestyle and working potential of the person who is deaf.

The Americans With Disabilities Act now requires every state to provide free TDD relay services. This enables two people to communicate even when a TDD is not available at both ends.

TERMS AND EXPRESSIONS

A significant element in the struggle for human rights is what people call themselves. For example, "Negro" became "Black" and is now "African American." Today, people with disabilities are seeking to speak in unison on the issue of language. The following list illustrates examples of generally acceptable and unacceptable terminology:

OUTDATED	PREFERRED
HANDICAPPED	A PERSON WITH A DISABILITY
A BLIND PERSON	A PERSON WHO IS BLIND
A DEAF PERSON	A PERSON WHO IS DEAF
MUTE	A PERSON WITHOUT SPEECH
RETARD, FEEBLEMINDED	A PERSON WITH MENTAL RETARDATION
BIRTH DEFECT	A CONGENITAL DISABILITY
CONFINED TO A WHEELCHAIR	A PERSON WHO USES A WHEELCHAIR
CRAZY, INSANE	MENTAL/EMOTIONAL DISABILITY

AVOID THESE WORDS WHICH HAVE NEGATIVE CONNOTATIONS

Abnormal	Defective	Lame	Stricken
Afflicted	Deformed	Maimed	Sufferer
Confined	Imbecile	Palsied	Victim
Crippled	Invalid	Retard	Withered

How to Use the Telephone Relay Service

For people with hearing and/or speech disabilities. . .

You will need to use a telephone device for the deaf (TDD) to call the TRS. (The TDD number for your state is shown below.) The operator will answer by typing his/her ID number. You can then type to the operator the number you wish to call. The operator will connect by telephone on another line the party you wish to contact.

For all others. . .

Use the voice telephone number to call the TRS in your area (shown below). The operator will answer by speaking his/her ID number. You can then tell the operator the number you wish to call. The operator will connect by TDD, on another line, the party you wish to converse with. After your party has answered, you can speak directly through the operator, who will type your words to the person you're calling.

	TDD	VOICE
AK	800-770-8973	800-770-8255
AL	800-548-2546	800-548-2547
AR	800-285-1131	
AZ	800-367-8939	800-842-4681
CA	800-735-2929	800-735-2922
CO	800-659-2656	800-659-3656
CT	800-842-2910	
DC	202-855-1234	202-855-1000
DE	800-232-5460	800-232-5470
FL	800-955-8771	800-955-8770
GA	800-255-0056	800-255-0135
HI	808-643-8833	808-643-8255
ID	800-377-1363	800-377-3529
IL	800-526-0844	800-526-0857
IN	800-743-3333	
IA	800-735-2942	800-735-2943
KS	800-766-3777	

	TDD	VOICE
KY	800-648-6056	800-648-6057
LA	800-846-5277	800-947-5277
MA	800-439-2370	
MD	800-735-2258	410-486-9363
ME	207-955-3323	207-955-3777
MN	612-297-5353	
MO	800-735-2966	800-735-2466
MS	800-528-2233	
MT	800-833-4091	800-253-4093
NC	800-735-2962	800-735-8262
ND	n/a	n/a
NE	800-833-7352	800-833-0920
NH	800-735-2964	
NJ	800-852-7899	800-852-7897
NM	800-477-9913	800-272-7002
NV	800-326-6868	800-326-6888
NY	800-662-1220	800-421-1220

	TDD	VOICE
OH	n/a	n/a
OK	405-522-8506	
OR	800-735-2900	
PA	800-654-5984	800-654-5988
RI	800-745-5555	
SC	800-735-2905	
SD	800-877-1113	800-326-1938
TN	800-848-0928	800-848-0299
TX	800-735-2989	800-735-2988
UT	801-298-9484	
VA	800-828-1120	800-828-1140
VT	800-253-0191	800-253-0195
WA	206-587-5500	
WI	800-947-3529	
WV	800-982-8771	800-982-8772
WY	800-877-9965	800-877-9975

Emergency Evacuation:

In buildings where just sound alarms exist, persons with impaired hearing may not perceive emergency alarms. In that case, two methods of warning are:

1. Writing a note telling what the emergency is and how to get to the nearest exit - for example: "fire! -out door, go right, down stairs."

2. Turning the light switch on and off to gain attention, then indicating through gestures or in writing what is happening and what to do.

Some Accommodations Used at Amarillo College For a Deaf/hard of hearing person:

1. Sit near the front of classroom.

2. Notes taken by another student in class.

3. If possible, notes taken in Realtime Captioning.

4. Use of an interpreter.

5. Proof reading for written assignments.

6. Use of an interpreter for test taking.

7. Tutoring on request.

8. Others as deemed necessary by the teacher.

AC. 1 I.C. - 4 equipment moved

Computer to translate courtroom proceedings

By FRANK RUBIN
Globe-News Staff Writer

The 181st state District Court in Potter County on Tuesday was the scene of a technological first in Amarillo for hearing-impaired people and other courtroom participants.

With the computer setup on display Tuesday, a sign language interpreter will tell the court reporter what a deaf witness said, and the reporter will take that down, with the stenographic symbols translated almost immediately into English on monitors in the courtroom.

Monitors in place at the litigants' tables, the jury box and the judge's bench allow courtroom participants to follow the proceedings. Judge Sam Kiser said attorneys could mark a particular part of the testimony and get a copy of it in a few minutes instead of waiting much longer for the typing of stenographic notes.

The equipment will be used in hearing-impaired cases and other cases in which an attorney requests it, Kiser said.

The system also will provide internship training for Amarillo College caption-reporting students. AC is the only junior college in the country that offers certification for the "realtime" close-captioned reporting, Kiser noted.

The students will train under Brenda Gouge, official court reporter for 181st District Court.

Patsy Lemaster, project director for realtime caption reporting at AC, said the technology has been used with learning-disabled students in addition to the hearing-impaired. Besides litigants, officials pointed out that the technology could be used with a deaf judge or juror.

Lemaster, noting that three years of work have gone into the project, said she and others now are looking for the resources to put the technology to use for the blind and in the Amarillo Independent School District. An attachment for the blind would print out Braille, officials said.

Lemaster estimated the cost of the system in place to be $20,000. Kiser has said the technology could be used in many places besides courtrooms.

Funding for the curriculum development for the caption reporting and equipment was provided by the Amarillo Area Foundation, the Texas Higher Education Coordinating Board and AC.

FROM THE DIRECTOR

by Judy Neill

Some of the things I like most about my job are that there isn't a "typical" day, I learn something new almost every day, and I am never, ever bored.

Take Feb. 15 as an example – in addition to working on the 1994-95 catalog and experimenting with ways to improve the class schedule, I arranged and attended a news conference and attended a Board of Regents meeting. Both events proved highly enlightening.

Patsy Lemaster, professor of Offic Education, and Judge Samuel Kiser announced the availability of a newly equipped computer-integrated courtroom. I learned that Kiser's courtroom has been providing training for AC's court reporting students and will now provide internship training for realtime captioning students.

The courtroom has two computer terminals, plus monitors in the witness stand and jurors' box, making the proceedings and testimony accessible to hearing-impaired individuals. Formerly, special accommodations had to be made on a per-case basis.

In addition to training and accessibility, lawyers see the system as an asset because of the immediate availability of on-screen review of testimony and daily printouts of the proceedings.

Amarillo College remains the only two-year college in the nation offering realtime captioning training.

Another educational experience was that evening's board meeting. Anyone that attends these meetings will tell you the highlights are usually in the form of Student Government Association, faculty and other reports. This meeting featured Dr. **Terry Hargrave**, Behavioral Sciences department chairman, and **Bobbie Allen**, Substance Abuse Counseling (SAC) instructor.

Through their excellent report, I learned that the contact hours in the SAC program at the Clements Unit have doubled. Amarillo College is the coordinating institution, working with the Texas Department of Corrections, the Wyndham School District and Staying Out Lonestar, offering a unique educational opportunity to a select group of inmates.

AC's pilot project at the Clem-ents Unit was one of four such programs in the state. All of the students are recovering substance abusers who have received counseling prior to beginning the AC classes. The program's designers hope that students who successfully complete the courses will become licensed substance abuse counselors, and will in turn be employed to offer their expertise to inmates who are still struggling with substance abuse.

Amarillo College continues to impress me with its innovative ideas, its remarkable and dedicated faculty and staff, and by how often it is the first, the only or one of the few providing such amazing programs.

Three members of the nine-member Board of Regents are up for reelection. Keep an eye out for these individuals and others who may file for election and participate in this important event for AC by casting your vote. AC

Newsletter

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Amarillo College
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PANHANDLE COUNCIL FOR THE DEAF
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[illegible] 358-1306 TDD Voice

Dear Friends:

It is time again for the 2nd Annual "Snowball Classic" Racquetball Tournament to be held January 28-30, 1994 at Amarillo Athletic Club. Last year we raised just over $7900.00 which has allowed us to continue our closed caption newscast on KFDA Channel 10 for the deaf/hearing impaired community. We have had to limit our broadcasts beginning October 15, to one per day at 6:00 p.m. instead of the two at 5:00 and 10:00. We hope to raise at least $10,000 at this year's event.

Last year we were looking at a total cost of $50,000 annual budget for running the closed caption news, but we have worked very hard to cut those cost to make this an attainable goal. Amarillo College and our Council came up with a very resourceful option using the latest technologies permitting the steno captionist to translate the news from their homes instead of driving to the station for each broadcast. This in turn, with a few other changes has decreased the budget to $20,000 per year and will expand the broadcasts from the original two per day Monday through Friday to include weekends also. It is imperative to continue this service for the deaf/hearing impaired community of the viewing area. This is their only source of local news, events and weather other than the newspaper or second hand information.

If you would like more information on how the captioning works, we have many demonstration videos or we can bring the actual equipment to your business and give you a live demo. We recently had the opportunity to caption the United Way Victory Luncheon and since have had many calls and compliments from the community. Most had no idea that this type of communication project existed and that Amarillo was one of the few across the Nation to be so fortunate. Amarillo College has been awarded the Carl Perkins Grant four continuous years for students who wish to obtain certification in Realtime/Caption Reporting. AC trains individuals in three different areas of reporting, computer-integrated courtrooms, classroom captioning and broadcast captioning. We will be captioning the Paramount Terrace Christian Church Christmas Pageant at the Civic Center, you are more than welcome to attend and see the caption in action (please call the church for details).

Attached is an explanation of the different types of sponsorships we are seeking. Please give this your careful consideration and know that your contribution immensely benefits the deaf/hearing impaired individuals and the community at large by keeping Amarillo on the leading edge of communication technology.

Your sponsorship of the "Snowball Classic" Racquetball Tournament will include the following benefits.

Your name (Business/Organization or individual) printed on:

700 entry forms
144 Tournament Shirts
Logos on the front walls of the courts at Amarillo Athletic Club
Billboard advertisement on KFDA Channel 10 at the end of each closed caption newscast sponsored
"This closed caption newscast sponsored by YOUR NAME"
**each billboard is worth $90.00*

One free tournament shirt
Two people from your business may play in the tournament at no charge
One month free membership to Amarillo Athletic Club
***offer good for individuals who are not presently a member*
KFDA news coverage the weekend of the tournament

An estimated 2500 to 3000 people will come through the doors the weekend of the tournament. Entry forms will be mailed to fitness clubs in Kansas, Oklahoma, New Mexico and parts of Texas. Information regarding the event will also be sent to the 27 deaf councils throughout the state of Texas via Texas Commission for the Deaf and Hearing Impaired.

1. *"Gold Elite" - $4000.00*
This amount would sponsor an entire quarter of broadcasts. You may pick the times you would like your billboard displayed as sponsor, ie one month in spring, summer, fall or one week per month etc.
**each billboard is worth $90.00 12 billboards per week for a three month period amounts to over $14,000 of free billboard advertisement per sponsorship.*

2. *"President" - $1500.00*
This amount would sponsor one month of broadcasts. Average 52 broadcasts per month amounts to over $4500 of free billboard advertisement per sponsorship.

3. *"Executive" - $800.00*
This amount would sponsor 2 full weeks of broadcasts. Average 26 broadcasts per two week period amounts to over $2100 of free billboard advertisement per sponsorship.

4. *"Basic" - 500.00*
This amount would sponsor 1 full week of broadcasts. 12 broadcasts per week amounts to over $1000 of free billboard advertisement per sponsorship.

We will make arrangements to the best of our ability to accommodate your requests regarding the time periods you would like to sponsor. Also, if you would like to co-sponsor one of these periods with someone, please let us know the other party involved so that we may extend a full information packet to them.

Other intermediary sponsorships are also available for any amount below $500.00:

$250.00 up to $499.00 - This amount will include everything except the KFDA billboard advertisement and the one free month membership to Amarillo Athletic Club.

$100.00 to $249.00 - For this sponsorship, your name will be printed on the 700 entry forms, weekend coverage from KFDA and one person from your organization may play at no charge.

Any amount under $100.00 will include your name on the 700 entry forms and the KFDA coverage of the tournament.

Please consider the impact any of the above sponsorships will have on our community. We greatly appreciate any type of sponsorship you choose and know that we cannot continue this project without the wonderful support of people like you.

If you have any questions about this project please contact us, we will do whatever it takes to gain your support in this matter. Please keep us in mind if your business/organization may need captioning services. Applications for captioning include religious services, conventions, television stations, government or private business meeting, to name only a few uses. We can arrange it.

Thank you so much for your support. I will be contacting you soon.

Sincerely,

Shayne Rowell, Director

**********FACTS ABOUT REALTIME CAPTIONING**********

Television Decoder Circuitry Act of 1990 - states that all television screens 13 inches or larger manufactured for sale in the United States must be equipped with built-in decoders by July 1993.

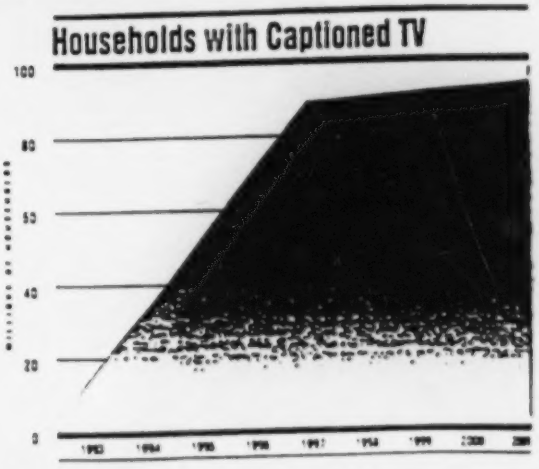
**In the near future, captions will be readily available not only in homes but public places where televisions can be found such as hotels, hospitals, bars, doctors' offices, restaurants, etc.*

With broadened captioning accessibility, television will possess the power to provide even more value to the lives of its viewers.

By the end of 1993, nearly 10 million homes will have captioned television, by 1996, half of all television households will have captions. By the year 2001, that figure will rocket to a full 100%.

Presently, nearly 100 million Americans can reap benefits from captioned TV: 24 million deaf and hard of hearing people; 30 million people for whom English is a second language; 12 million young children learning to read; 3.7 million remedial readers; and 27 million illiterate adults. With expanded captioning, television has the potential of simultaneously educating while it entertains.

Already the captioned TV audience is distinctive because it is aware and sensitive to the service and to the corporate sponsors and producers who help to provide captioning. The captioned TV audience recognizes the civic-minded action of producers and corporations who sponsor captioning, and they remember the commitment as consumers. The National Captioning Institute's surveys indicate that 78% of the captioned TV audience read the advertiser's funding credit, 53% buy the advertiser's product, and a full 38% actually switch brands to the sponsor supporting captioned programming.



Over the next few years, the number of captioned TV households will skyrocket. By 2001, nearly 100 million households will be able to enjoy captions.

above information obtained from the following newsletters:
"Word for Word" and "The National Captioning Institute"
PLEASE JOIN US IN SUPPORT FOR TOTAL COMMUNICATION ACCESSIBILITY.

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PANHANDLE COUNCIL FOR THE DEAF
Board Meeting
Thursday, February 3, 1994

Members Present:	Members Absent:	Also Present:
Tom Bivins	Marty Marmaduke	Buddy Stephens
Toni Bennett	Jerry Ferguson	Shayne Rowell
Trent Sisemore	Lisa Baird	Laurie Truelove
Derrell Brumley		Barbara Mitchell
Martha Estes		
Myrna Hill		
Patsy Lemaster		
Freddie Marasigan, M.D.		
Ken McNabb		

The meeting was called to order at 12:00 noon. The new board and staff were introduced.

Buddy Stephens reported the cost of the merger is $4000.00.

SCHEDULE FOR REGULAR MEETINGS:

The board meetings will be held on the second Friday of the month every sixty days at 8:30 a.m.

FUNDRAISERS

There is a definite need for fundraisers at this time since our request from United Way was reduced by $24,000.00.

Buddy Stephens and Shayne Rowell met with Marty Marmaduke to discuss the possibility of bringing a big name entertainer to the Civic Center.

Shayne Rowell reported PCD's second annual Racquetball Tournament at Amarillo Athletic Club this past weekend was a big success. We raised $11,000.00 for the Closed Caption Project.

We are happy to have Texas Tech Allied Health Services join us in the building. Additional funds will be needed to bring the building into compliance with the ADA Law.

NEXT REGULAR MEETING: April 8, 1994, 8:30 a.m.
Election of Officers.

Respectfully submitted,

Barbara Mitchell

Barbara Mitchell
Recording Secretary

M E M O R A N D U M

AMARILLO SPEECH, HEARING and LANGUAGE CENTER/
PANHANDLE COUNCIL FOR THE DEAF

Date: April 11, 1994

To: Board Members

From: Barbara Mitchell

Subject: New Officers

The following new officers were elected at the Board Meeting Friday, April 8, 1994:

President	~~Ken McCabb~~
President-Elect	Trent Sisemore
Secretary	Patsy Lemaster
Treasurer	~~Myrna Hill~~

Tom Bivins will chair Finance Committee
Marty Marmaduke will chair Personnel Committee

1st Catalog Entry - 44-45 Catalog

Systems Programming option are encouraged to sit for the Associate Computer Programmer (ACP) exam during the spring of their second year. This exam is designed to measure the competencies of individuals aspiring to enter the computer software profession. An individual who successfully completes the exam is entitled to display the ACP certification.
A grade of "C" or better is required for satisfactory completion of all common and major requirements.

	SEMESTER HOURS
1. GENERAL EDUCATION REQUIREMENTS	15
ENGL 3043: Freshman Composition I	3
SPCOM 3203: Public Speaking	3
or	
SPCOM 3303: Business and Professional Speaking	
ECON 4373: Principles of Economics I	3
MATH 3513: College Algebra	3
General Education Elective	3
(Any course from the approved General Education List)	
2. COMMON REQUIREMENTS	25
BA 3333: Introduction to Business	3
CIS 3024: Introduction to Computing	4
CIS 3123: Microcomputer Applications	3
CIS 3183: Programming Techniques and Logic Design I	3
CIS 4303: Operating Systems	3
CIS 4363: COBOL Programming	3
or	
CIS 4373: RPG Programming	
CIS 4673: Micro Database	3
CIS 4683: Data Communications I	3
3. MAJOR REQUIREMENTS	24-25
Students should select a program concentration in Software Systems and Networking, Microcomputer Specialist, or Systems Programming.	
a. Software Systems and Networking (MAJOR CODE - 3028)	
EST 4033: System Expansion and Upgrading	3
EST 4053: Local Area Networking I	3
CIS 4353: Assembler Programming	3
CIS 4563: Systems Analysis I	3
CIS 4813: File Processing and Database Systems	3
CIS 4883: Data Communications II	3
EST 4063: Local Area Networking II	3
CIS 3103: Computer Center Operations	3
b. Microcomputer Specialist (MAJOR CODE - 3022)	
ACCTG 4313: Accounting Principles I	3
BA 4524: Statistics	4
CIS 4203: Spreadsheet Operations	3
or	
ACCTG 4333: Computerized Accounting	
CIS 4353: Assembler Programming	3
CIS 4563: Systems Analysis I	3
CIS 4583: Microcomputer Business Applications	3
CIS 3103: Computer Center Operations	3
MGT 3313: Organizational Behavior	3
c. Systems Programming (MAJOR CODE - 3027)	
ENGR 3553: Introduction to Computer Science I	3
ENGR 3551: Introduction to Computer Science I Lab	1
ENGR 3573: Introduction to Computer Science II	3
ENGR 3571: Introduction to Computer Science II Lab	1
ENGR 4353: Assembler Programming	3
ENGR 4351: Assembler Programming Lab	1
MATH 3523: Trigonometry	3
MATH 3703: Analytic Geometry	3
MATH 3714: Calculus I	4
MATH 4833: Discrete Mathematics	3
	64-65

COMPUTER INFORMATION SYSTEMS

Certificate of Completion (MAJOR CODE - 3024)
This curriculum is designed to provide the student with general familiarity with both microcomputers and larger business computer systems, programming, and software systems. Students with preparation in other fields often find this program adequate to provide the working knowledge of computers to assist them in their chosen field.

	SEMESTER HOURS
1. GENERAL EDUCATION REQUIREMENTS	12
ENGL 3043: Freshman Composition I	3
SPCOM 3203: Public Speaking	3
or	
SPCOM 3303: Business and Professional Speaking	
MATH 3513: College Algebra	3
General Education Elective	3
(Any course from the approved General Education List)	
2. MAJOR REQUIREMENTS	22
BA 3333: Introduction to Business	3
CIS 3024: Introduction to Computing	4
CIS 3123: Microcomputer Applications	3
CIS 3183: Programming Techniques and Logic Design I	3
CIS 4303: Operating Systems	3
CIS 4673: Micro Database	3
CIS 4683: Data Communications I	3
	34

COMPUTER SCIENCE
(See Engineering Computer Science)

COURT/REALTIME CAPTION REPORTING

Associate in Applied Science

The Court Reporting curriculum is designed to prepare students for positions in recording courtroom and legal proceedings. Texas State Certification and National Certification require 225 words a minute. The program requires 50 hours of courtroom observation and 50 verified hours of internship of which 40 hours shall be in actual writing time. To be eligible for graduation from Amarillo College Court Reporting, the student must pass a minimum of two supervised five minute tests on unfamiliar matter with 95+% accuracy at each of the following speeds: 225 wpm Q&A (2 voice), 200 wpm Jury Charge, 180 wpm Literary, and must be able to type two supervised five minute timed writings at a minimum speed of 60 net words per minute. (Must pass state certification test to be licensed)

The Realtime Caption Reporting curriculum is designed to prepare students for positions as realtime caption reporters who write conflict-free theory phonetically on the steno machine attached to a computer enabling the sounds to be

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translated into English words and to be seen simultaneously on a computer monitor or other visual screens at conventions, conferences, meetings, etc. (No state certification test at this time)

SEMESTER HOURS

1. GENERAL EDUCATION REQUIREMENTS 15
   - ENGL 3043: Freshman Composition I 3
   - SPCOM 3
     (Any SPCOM course from approved list on page 34)
   - MATH 3
     (Any MATH course from approved list on page 34)
   - General Education Elective 3
     (to be selected from approved list on page 34)
   - Social and Behavioral Science .....
     a. **Court Reporting**
        GOVT 4343: Government of Texas and the United States
     b. **Realtime Caption Reporting**
        Social and Behavioral Science Elective
        (Any course from the approved list on page 35)

2. CORE REQUIREMENTS 28
   - BUS 3211: Count Reporting Computer I 1
   - BUS 3213: Beginning Machine Shorthand 3
   - BUS 3221: Court Reporting Computer II 1
   - BUS 3223: Intermediate Machine Shorthand 3
   - BUS 3413: Intermediate Typewriting 3
   - BUS 3503: Word Processing I 3
   - BUS 3653: Business English 3
   - BUS 4231: Court Reporting Computer III 1
   - BUS 4233: Advanced Machine Shorthand 3
   - BUS 4241: Court Reporting Computer IV 1
   - BUS 4243: Accelerated Machine Shorthand 3
   - BUS 4423: Advanced Typewriting 3

3. MAJOR REQUIREMENTS 24-29
   Students must choose one of the following options:

a. **Court Reporting** **(MAJOR CODE - 3157)**
   - BUS 3201: Court Orientation 1
   - BUS 3253: Law for the Court Reporter 3
   - BUS 4266: Court Reporting I 6
   - BUS 4276: Court Reporting II 6
   - BUS 4281: Court Reporting Seminar 1
   - BUS 4293: Court Reporting Practice 3
   - BUS 4663: Office Procedures 3
   - BUS 4673: Legal Terminology 3
   - AH 3013: Medical Terminology I 3

b. **Realtime Caption Reporting** **(MAJOR CODE - 3257)**
   - BUS 4393: Realtime Caption Reporting Practice 3
   - BUS 4263: Realtime Caption Reporting I 3
   - BUS 4273: Realtime Caption Reporting II 3
   - BUS 4283: Realtime Caption Reporting III 3
   - BUS 3713: Speed Building I 3
   - BUS 3723: Speed Building II 3
   - BUS 4733: Speed Building III 3
   - BUS 4743: Speed Building IV 3

67-72

CRIMINAL JUSTICE

Associate in Science **(MAJOR CODE - 3082)**
This program is designed to transfer to senior institutions which offer a four year degree in Criminal Justice.

SEMESTER HOURS

GENERAL EDUCATION REQUIREMENTS 38-40
- ENGL 3043 3053: Freshman Composition I and II 6
- ENGL (Sophomore Literature) 3
- HIST 3373 3383: History of the United States 6
- GOVT 4333: Government of the United States 3
- GOVT 4343: Government of Texas and the United States 3
- MATH: College Algebra or above 6
- Natural Science 6-8
  (Any two natural lab-science courses from the approved list on page 34)
- SPCOM 3
  (Any SPCOM course from approved list on page 34)
- PHYED (Any two activity courses) 2

2. CORE REQUIREMENTS 18
   - CJ 3013: Introduction to Criminal Justice 3
   - CJ 3023: The Courts and Criminal Procedures 3
   - CJ 3033: Legal Aspects of Law Enforcement 3
   - CJ 4013: Crime in America 3
   - CJ 4023: Fundamentals of Criminal Law 3
   - CJ 4063: Criminal Investigation 3

3. MAJOR REQUIREMENTS 6
   Student must choose one of the following options:

a. **Law Enforcement**
   - CJ 3063: Police Community Relations 3
   - CJ 4053: Police Systems and Practices 3

b. **Corrections**
   - CJ 3053: Community Resources in Correction 3
   - CJ 4073: Correctional Systems and Practices 3

4. RELATED REQUIRED COURSES 3
   - SOCIO 4373: Social Principles and Institutions 3

5. ELECTIVE 3

68-70

CRIMINAL JUSTICE EDUCATION

Associate in Applied Science **(MAJOR CODE - 3080)**
This program is designed for those who wish to pursue a career in Criminal Justice and those who are presently employed in the criminal justice field who wish to improve their skills for career development.

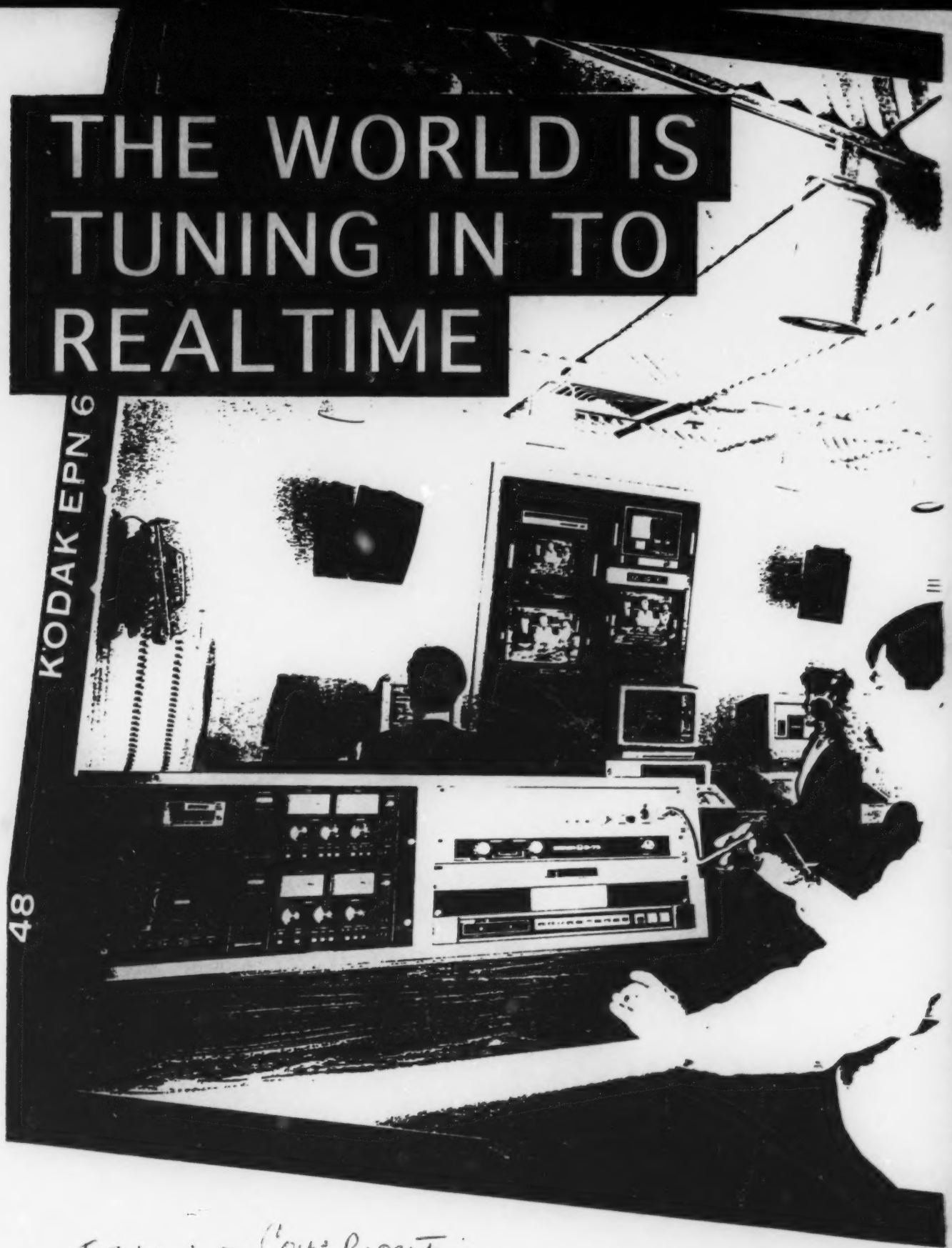
SEMESTER HOURS

1. GENERAL EDUCATION REQUIREMENTS 19
   - ENGL 3043/3053: Freshman Composition I and II 6
   - HIST 3373 or 3383: History of the United States 3
   - GOVT 4343: Government of Texas and the U.S. 3
   - MATH 3
     (Any MATH course from the approved list on page 34)
   - SPCOM 3
     (Any SPCOM course from approved list on page 34)

2. CORE REQUIREMENTS .....
   - CJ 3013: Introduction to Criminal Justice 3
   - CJ 3023: The Courts and Criminal Procedures 3
   - CJ 3033: Legal Aspects of Law Enforcement 3
   - CJ 4013: Crime in America 3
   - CJ 4023: Fundamentals of Criminal Law 3
   - CJ 4063: Criminal Investigation .....

3. MAJOR REQUIREMENTS .....
   Student must choose one of the following options:

a. **Law Enforcement**
   - CJ 3063: Police Community Relations 3
   - CJ 4053: Police Systems and Practices 3



Journal of Court Reporting

March 1984

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BY PETER L. JEPSEN

Over a decade ago, a few adventurous court reporters started experimenting with realtime closed captioning technology. It's unlikely these pioneers envisioned the consequences of their actions.

Today, hearing-impaired people across the globe enjoy hour after hour of closed captioned news, sports, and special events. Court reporters, however, didn't do it alone. They had help from governments and private organizations around the world, including Xscribe Corporation, whose equipment is used at all the installations discussed in this article (see sidebar on next page).

One such organization is the National Captioning Institute of Falls Church, Virginia. Established in the late 1970s as a nonprofit corporation, NCI has become a dominant force in realtime closed captioning worldwide.

By the late '80s, NCI realtimers were captioning *ABC's World News Tonight, Nightline, Hard Copy, Monday Night Football*, and C-SPAN's coverage of the proceedings in the U.S. House of Representatives.

NCI's staff also sought to establish local news captioning programs in several regions of the United States. They developed an alliance between the federal government, court reporters, and television stations in 10 cities. This alliance allowed court reporters to become involved in captioning programs with little personal investment.

Today, the Institute captions live news programs, sporting events, public affairs broadcasts, award shows, and beauty pageants.

According to Tammie Shedd, manager of realtime captioning for NCI, "We were the only company providing on-air captioning 24 hours a day during the Persian Gulf War."

NCI also provides captioning services for teleconferences and syndicated programming in addition to its continuing work providing training for a broad base of overseas realtime captioners such as those used by the British Broadcasting Corporation.

CAPTIONING IN ENGLAND

The BBC now provides off-line and realtime subtitles for its news bulletins and other programming.

Coincidentally, on the day the BBC launched its new realtime subtitling service, Margaret Thatcher, who had served as Prime Minister for 13 years, announced her resignation. Hearing-impaired viewers were able to fully participate in this historic event as it was broadcast to them for the first time through realtime subtitles.

As many court reporters are aware, the BBC continues to search for American realtime writers to assist with the incredible growth of its realtime service. Currently, the BBC is subtitling news updates throughout the day, a news magazine, and also "Question Period" from the British House of Commons. In countries where the government has taken an active role in increasing the hours of closed-captioned programming, such as England and Canada, the need for court reporters trained as realtime captioners is critical.

CANADIAN SPORTS CAPTIONING

An example of the shortage of realtime captioners was Canadian broadcasters' search four years ago for reporters capable of captioning live sporting events. At that time, The Sports Network, the Canadian version of ESPN, sought to closed-caption its *Sportsdesk* program. The biggest challenge TSN faced was finding skilled people who could handle the pressures of live captioning. A tape from *Sportsdesk* was sent to NCI, which evaluated it and rated it as an extremely difficult assignment. The sportscaster spoke at a rate of 280 words per minute—constantly reeling off names and numbers.

According to Brian Hallahan, TSN's manager of special projects, "TSN wanted to ensure as seamless a transition as possible going from outside captioning services to inside. We planned a slow growth rate to keep the risk factor low and the quality of our service high. We will maintain the captioning service to provide as much captioning as possible to our deaf viewers."

On September 4, 1993, TSN was the first Canadian broadcaster to do realtime captioning in-house. At this point, two in-house captioners provide six hours of captioning on the weekend with the external service handling the remainder.

One of the reporters hired by TSN is Lee-Ann Purcell, a reporter with only four years of experience and an 18,000-word dictionary. Purcell went to air after just three

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weeks of training and captioned a hour-long, 6,000-word-plus live broadcast. She had an incredible 1.5 percent rate for her untranslates, and since that first broadcast, Purcell has consistently generated .8 percent untranslation rates.

SENATE COMPLIES WITH ADA

A major captioning milestone was reached in the United States on July 26, 1990, when Congress passed the Americans with Disabilities Act. In the spirit of the legislation, the Senate sought to caption its own proceedings on C-SPAN 2.

On April 18, 1991, Senate Majority Leader George Mitchell announced the new service on the air while I provided live, realtime captions. The service sparked tremendous interest among other legislative bodies nationally and internationally.

As stated by Senator Mitchell, "The ability to see and comprehend important national debates should be a basic right available to all Americans...today, through truly remarkable technology and human skill, these sessions are accessible to those nearly 23 million Americans who are totally deaf, suffer some hearing loss, or are just learning English."

There are now two dozen networked systems within the Official Reporters of Debate Office and the Captioning Office. When the Senate is in session, the realtime captions are created by five realtime captioners taking 30 minute turns on-air. The Captioning Office is able to perform in excess of 1,200 hours of live captioning per year. In January, the Senate captioners used their skills and technology to caption President Clinton's inaugural address and Donna Shalala's Senate confirmation hearing.

DECODER ACT OPPORTUNITIES

Although the ADA has brought the need for realtime captioning services to the public's attention, the Television Decoder Circuitry Act of 1993 may do even more to encourage the expansion of the realtime captioning industry. The essence of this act is the requirement that all television sets sold in the United States with a diagonal screen measurement of 13 inches or larger must contain caption decoder circuitry.

Until the end of 1991, decoders were an extra piece of equipment costing

TECHNICAL INFORMATION

[illegible] organizations mentioned in this article, along with the systems and software they use:

British Broadcasting Corporation (BBC), London, England
Systems and software: [illegible]

National Captioning Institute (NCI)
Falls Church, Virginia
Systems and software: [illegible]

[illegible]
Systems and software: [illegible]

The Sports Network (TSN), Canada
Systems and software: *Xscribe's XEC 2001* PC-based CAT system with *FlexCap, StenoRam III Plus*

The United States Senate
Washington, D.C.
Systems and software: *Xscribe's XEC 2001* PC-based CAT system with *FlexCap, StenoRam III Plus*

[illegible] had separate power, volume, [illegible] controls. It is estimated that [illegible] of these decoder-equipped television sets will be sold in the first full year under the Act.

CAPTIONERS FOR THE FUTURE

[illegible] not bring [illegible] rooms [illegible] realtime caption- [illegible] captioning training [illegible] people as [illegible] at Amarillo College in Amarillo, Texas.

[illegible] chair, [illegible] of Real- [illegible] more than [illegible] an attempt [illegible] ed program [illegible] captioning court [illegible] have paid off.

[illegible] skills. We had been passed [illegible] times for the grant. People kept telling me 'You're not going to get it.' But I rewrote it and submitted it one more time. I was told that it received the highest rating of any grant for the state [of Texas]."

This summer, the Texas Higher Education Coordinating Board approved the curriculum that was, in part, based on questions posed to a group of professional captioners. This is the first program of its kind in the world and will help to establish the profession of realtime captioning.

As part of the course, students intern at local television stations during the summer, participating in simulated closed-captioned programs. High-speed-writing students also volunteer to travel with hearing-impaired students to their classes, providing one-on-one communication. In addition, the department participates in high school recruitment programs to interest students in realtime captioning as well as to give demonstrations at local businesses in order to promote the use of captioning at conferences and seminars. The program, for which they can now grant a degree, is called "Realtime Caption Reporting."

Lemaster is now working to get federal funding to provide captioning in elementary schools where there are large populations of hearing-impaired students.

Realtime captioning, however, cannot expand without realtime captioners. Reporters must be pro-active in learning realtime techniques and sharpening their skills now. Reporters in the realtime world need to educate the public and their peers about realtime captioning and the challenge of writing in realtime. By projecting a positive image of realtime captioning, court reporters will ensure themselves and the profession of a bright future. ■

Peter L. Jepsen captioned for more than 10 years with the Canadian Captioning Development Agency. He was later recruited as Director of the U.S. Senate Office of Captioning Services, where he helped launch the Senate's realtime closed captioning program. He is currently developing his own agency, Jepsen Reporting Service. He can be reached at 307-238-9980 (voice or TTY) or via CompuServe at ID number 71207,1551. Peter has also been instrumental in developing captioning products and programs at Xscribe Corporation. That company can be reached at 800-888-5091.

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Write Right!

Don't put off for editing what can be done on the steno machine.

...GFORD, CSR, CM

...OF REPORTERS

...4 653-7150

SOME AXIOMS TO REMEMBER:

1. You never stop building your dictionary!

2. If it works for you and you can remember it, use it.
   If it doesn't work for you, don't use it.
   If you can't remember it, don't use it.

3. Make it as simple as possible.

4. Be consistent in your writing principles.

5. Make the steno stroke as near the English spelling as possible.

6. The longer you write, the longer you write.

7. You can write it out faster than you can try to remember the brief form.

8. Given the variety of the English language and the limitations of the steno keyboard, you may always have some conflicts. Strive to reduce the number of conflicts, particularly the most common ones.

A court reporter is analogous to a pianist.
What kind of music are you playing?

SUGGESTIONS FOR WRITING
CONFLICT FREE

WRITING NUMBERS:

The following are only suggestions, and you should use whatever strokes seem seem most natural to you. This first section deals with those already using the number bar. For those of you not using the number bar, I am assuming you have found that your choices are to use the asterisk with the steno stroke when you want the number to appear as numerals and without for the words.

For those reporters using the number bar, use the number bar where you want an arabic number to appear in the transcript, and write out the number word where you want it written out in the transcript.

EXAMPLE: On the date May 3, 1979 he violated the code three times.
Write: PHA*EU/3/-RBGS/19/79 ..... Translation: May 3, 1979
THRAOE/TAOEUPLS ..... three times

Devise a method of writing 1st, 2nd, 3rd, 4th, etc. Here are several possibilities:

(a) Add *T, *S, -TS (also -PBD, -RD) after the number.

EXAMPLE: 1/*S = 1st
2/PBD = 2nd

(b) Stroke a consonant such as "G" while writing the number and global define that keystroke.

EXAMPLE: 1-G = 1st
2-G = 2nd
3-G = 3rd
4-G = 4th etc.
1-EG = 11th etc.
1-G9 = 19th
20-G = 20th
12-EUG = 21st
2-EG = 22nd etc.

NOTE: An "E" has been used for repeated numbers.

EXAMPLE: 1-E = 11
2-E = 22
3-E = 33 etc.
E6 = 66 etc.

NOTE: An "EU" has been used for inverted numbers.

EXAMPLE: 7EU9 = 97
3EU2 = 32 etc.

NOTE: Following are two possibilities for writing the apostrophe before the number. Add an asterisk to the number. Add "-P" with the number stroke.

EXAMPLE: -P/6EU8 = '86
*7 = '7
*6/4 = '64
*8/7 = '87

Using the initial "R" or final "-R" with numbers can give you roman numerals.

EXAMPLE: 1-R = I
2-R = II
3-R = III
4-R = IV
5-R = V
R-6 = VI
R-7 = VII
R-8 = VIII
R-9 = IX
10-R = X

Create a symbol for the colon in times of day, but do not use your regular colon as you must delete the two spaces. Make it something simple. Try using the letter "O" without the number bar. If you already use that for something else, try "P" or try writing "KAO" for the colon.

EXAMPLE: 7/0/35 or 7/P/35 = 7:35
7/KAO/35 = 7:35

If you wish to write an hour as a number followed by ":00," you will need a separate stroke for that.

EXAMPLE: 7KAO* = 7:00
7/KAOEU = 7:00

Additional one-stroke version:
1-BG = 1:00 etc.
K-6 = 6:00 etc.
1-EBG = 11:00

It is tempting not to use the number bar when writing the number "0," but if you do not, the computer will read it as the letter "O."

Do not use HUPB, THOU, or ML unless you are at the end of a number.

EXAMPLE: Write 3/4/1 rather than 3/HUPB/41

Enter HUPB in your dictionary as [delete space]00; THOU as [delete space comma]000.
I suggest continuing to define ML as the word "million."

When writing complex numbers in the thousands and millions, follow the suggestion above. You will need a separate stroke for putting commas in the appropriate places. Defining separate comma strokes for thousand and million provides a safety precaution so that you will always know which is involved. You might try THOURBGS or EURBGS in conjunction with thousands, MLG for millions.

EXAMPLE: 3 THOU = 3,000
3 THOURBGS 4 HUN = 3,400
34 HUN = 3400
13 THOURBGS 425 = 13,425
2 MLG 346 THOURBGS 298 = 2,346,298
2 MLG 346 THOU = 2,346,000

For sums of money, create a stroke for "$" (STK, S-S, -DZ, TK-S are satisfactory) and another for the decimal point (POIPB or POIT or -PT are possibilities.) Then insert them at the proper places. Note: You will need to define the $ sign as "$ delete space." You will need to define the decimal point as "delete space . delete space."

Putting the dollar sign at the beginning is the hardest thing to do and should be practiced first with short numbers ($30). Writing "and 15 cents" as ".15" can also be tricky. But once you are able to write $3,206,048.21 instead of 3 ML 2 HUN 6 THOU 48 D 21 S, you will save vast amounts of editing time.

You will need a separate stroke to define the decimal point when it is not preceded by a number (which means it must have a space before it.) Try using POEU for this.

EXAMPLE: POEU 5 = .5
POEU 357 = .357 etc.

Having done all this, note that you need to change your strokes for "hundred" and "thousand" if you wish them written out. HUPBD and THOUPBD are available, unless you want to global

HUPB and THOU with all possible preceding words ("several hundred," "few thousand," etc.)

By leaving the original ML stroke defined as "million," you can avoid the problem outlined above. Any number under ten can be written out ("six million.") For numbers over ten, a figure like "14 million" is an acceptable form. When dealing with amounts of money, "6 million" is also acceptable. Trying to create a stroke for ",000,000" only causes unnecessary problems, because figures such as "six point two million" come up very frequently.

OTHER CONFLICT-FREE WRITING TECHNIQUES

Use an asterisk when writing months of the year:

EXAMPLE:	MA*EU = May	MAEU = may
	O*EBG = October	OEBG = oak
	D*ES = December	DES = did he say

Use the steno stroke WURDS after commonly used acronyms when you want the words.

EXAMPLE: *EURS = IRS, but *EURS/WURDS = Internal Revenue Service

Here are some suggestions for defining all the non-alphabet keys on your computer keyboard:

.	FPLT
,	RBGS
?	STPH
!	STKPWHR-FPLT
;	S*RBGS
/	SREURG or SHRARB/SHRARB
#	POUPBD/SAOEUPB
$	TK-S
cent sign	KREPBT/SAOEUPB
%	PERS/SAOEUPB
^	KAEURT/SAOEUPB
*	STAR/STAR
(	PR-PB or STPH-FPLT
)	PR-PB/PR-PB or STPH-FPLT/STPH-FPLT
+	PHRUS/SAOEUPB
=	KWAUL/SAOEUPB
-	H-F or OE
--	TK-RB or OE/OE
[	PWRBG
]	PWRBG-PWRBG
"	KWT or AOEU
"	KWT/KWT or AOEU/AOEU
:	KHROPB
...	FPLT/FPLT/FPLT

open apostrophe	P-	('79 = P-/79
close apostrophe	-P	(Owens' = OEUPBS/-P)
apostrophe s	-PS	(Jerry's = SKWRAER/-PS)

A flagged alphabet is a "must" in writing realtime.

EXAMPLE: A = A-FPLT
a = A-RBGS
through
Z = STKPWHR-FPLT
z = STKPWHR-RBGS

For writing acronyms, define a separate stroke for "delete space, capital letter."

EXAMPLE: ABC = A-FPLT/B-FRPBLGTS/KR-FRPBLGTS
COPD = KR-FPLT/O-FRPBLGTS/P-FRPBLGTS/TK-FRPBLGTS

For writing subparagraph designations, as in rule citations, define a separate stroke for "(a)" or "(b)" etc.

EXAMPLE: Rule 166.3(a) = RAOUL/16/6/POEUPB/3/A*
Rule 166.3(a) = RAOUL/16/6/POEUPB/3/A*RBGS

Compound words

Now that we know how to hyphenate words or join them, simply memorize all these word combinations and you can save even more editing time.

a. UP words. Compound nouns ending in UP are either solid or hyphenated. For example:

backup	linkup	call-up	mock-up
breakup	makeup	close-up	runner-up
brushup	markup	flare-up	shake-up
buildup	pileup	follow-up	start-up
checkup	setup	foul-up	tie-up
cleanup	slipup	hang-up	touch-up
getup	warmup	lead-up	wrap-up
letup	windup	mix-up	write-up

b. DOWN words. Most compound nouns ending in DOWN are solid. For example:

breakdown	lowdown	shakedown	But: put-down
comedown	markdown	showdown	sit-down
countdown	rubdown	slowdown	step-down
crackdown	rundown	sundown	write-down

c. IN words. Compound nouns ending in IN are typically hyphenated. For example:

break-in	listener-in	sit-in	trade-in
cave-in	run-in	stand-in	walk-in
check-in	shoo-in	teach-in	weigh-in
drive-in	shut-in	tie-in	write-in

d. OUT words. Most compound nouns ending in OUT are solid. For example:

blackout	hangout	stakeout	But: diner-out
breakout	holdout	standout	fade-out
closeout	layout	tryout	falling-out
fallout	printout	washout	shoot-out
handout	sellout	workout	time-out

e. ON Words. Compound nouns ending in ON are typically hyphenated. For example:

carryings-on	gettings-on	lookers-on	run-on
come-on	hangers-on	put-on	slip-on

f. OFF Words. Compound nouns ending in OFF are either solid or hyphenated. For example:

checkoff	payoff	drop-off	send-off
cutoff	runoff	goof-off	show-off
falloff	shutoff	lift-off	spin-off
knockoff	takeoff	rake-off	trade-off
layoff	turnoff	rip-off	write-off

g. OVER words. Most compound nouns ending in OVER are solid. For example:

carryover	holdover	slipover	takeover
changeover	layover	spillover	turnover
crossover	leftover	stopover	But: going-over
hangover	pushover	strikeover	once-over

h. BACK words. Compound nouns ending in BACK are typically solid. For example:

callback	fallback	pullback	snapback
comeback	kickback	rollback	throwback
drawback	playback	setback	tieback

i. AWAY words. These compounds are typically solid. For example:

breakaway	layaway	straightaway
getaway	runaway	throwaway
hideaway	stowaway	

j. Compounds ending in ABOUT, AROUND, and BY. These compounds are typically solid. For example:

knockabout	runaround	passersby
layabout	turnaround	standbys
runabout		
turnabout		

k. Compounds ending in BETWEEN, THROUGH, and TOGETHER. These compounds are typically hyphenated. For example:

go-between	follow-through	walk-through	get-together
in-between	run-through	But: breakthrough	

Special outlines in dictionary RTSPELL.

STENO	FUNCTION	DEFINED IN DICTIONARY (Do not modify)
*|	Asterisk Delete	%BACK
*P|*P|	Toggle Phonetics	%PHONETIC
A*EU|	Toggle A.I.C.R.	%AI
KHR*|	Toggle CAPS	@
*B|*B|	Toggle Bell on Conf/Untr	%BELL
P*D|	Pound Sign	\#
P*T|	Decimal Point	~.~
P*S|	Percent Sign	~%
K*G|	Global Mode	%GLOBAL
K*S|	Start 1 Stroke Spkr ID ~.<>>	~\0\73\0\81<\126.\60\62\62
K*SZ|	Start 2 Stroke Spkr ID ~.<>>	~\0\73\0\73\0\81<\126.\60\62\62
K*F|	Finish Spkr ID put in case :_^	~:\95\94<c<
K*DZ|	Down one line (new line)	<
K*UP|	Grab previous Stroke	~\0\73~
K*D|	Grab next Stroke	~\0\81~
H*S|	Hard Space	~\95~
TKHR*|	Delete Space	~
K*ES|	Escape	\27
TKOPB|TKOPB|	Display ON	●<.xx DISPLAYON<
TKOF|TKOF|	Display OFF	<.xx DISPLAYOFF<●
1U|	Conflict choice #1	%CONFLICT1
2U|	Conflict choice #2	%CONFLICT2
3U|	Conflict choice #3	%CONFLICT3
4U|	Conflict choice #4	%CONFLICT4
5U|	Conflict choice #5	%CONFLICT5
U6|	Conflict choice #6	%CONFLICT6

Alphabet outlines in dictionary RTSPELL.

STENO	DEFINED	STENO	DEFINED	STENO	DEFINED
AFPLT/	A.	A*FPLT/	A	ARBGS/	~A
PWFPLT/	B.	PW*FPLT/	B	PW-RBGS/	~B
KRFPLT/	C.	KR*FPLT/	C	KRRBGS/	~C
TKFPLT/	D.	TK*FPLT/	D	TK-RBGS/	~D
EFPLT/	E.	*EFPLT/	E	ERBGS/	~E
TPFPLT/	F.	TP*FPLT/	F	TP-RBGS/	~F
TKPWFPLT/	G.	TKPW*FPLT/	G	TKPW-RBGS/	~G
HFPLT/	H.	H*FPLT/	H	H-RBGS/	~H
EUFPLT/	I.	*EUFPLT/	I	EURBGS/	~I
SKWRFPLT/	J.	SKWR*FPLT/	J	SKWRRBGS/	~J
KFPLT/	K.	K*FPLT/	K	K-RBGS/	~K
HRFPLT/	L.	HR*FPLT/	L	HRRBGS/	~L
PHFPLT/	M.	PH*FPLT/	M	PH-RBGS/	~M
TPHFPLT/	N.	TPH*FPLT/	N	TPH-RBGS/	~N
OFPLT/	O.	O*FPLT/	O	ORBGS/	~O
PFPLT/	P.	P*FPLT/	P	P-RBGS/	~P
KWFPLT/	Q.	KW*FPLT/	Q	KW-RBGS/	~Q
RFPLT/	R.	R*FPLT/	R	RRBGS/	~R
SFPLT/	S.	S*FPLT/	S	S-RBGS/	~S
TFPLT/	T.	T*FPLT/	T	T-RBGS/	~T
UFPLT/	U.	*UFPLT/	U	URBGS/	~U
SRFPLT/	V.	SR*FPLT/	V	SRRBGS/	~V
WFPLT/	W.	W*FPLT/	W	W-RBGS/	~W
KPFPLT/	X.	KP*FPLT/	X	KP-RBGS/	~X
KWRFPLT/	Y.	KWR*FPLT/	Y	KWRRBGS/	~Y
SAOEFPLT/	Z.	SAO*EFPLT/	Z	SAOERBGS/	~Z
STKFPLT/	Z.	STK*FPLT/	Z	STK-RBGS/	~Z

Alphabet outlines in dictionary RTSPELL.

STENO	DEFINED	STENO	DEFINED
A*/	~a	A*P/	~(a)
PW*/	~b	PW*P/	~(b)
KR*/	~c	KR*P/	~(c)
TK*/	~d	TK*P/	~(d)
*E/	~e	*EP/	~(e)
TP*/	~f	TP*P/	~(f)
TKPW*/	~g	TKPW*P/	~(g)
H*/	~h	H*P/	~(h)
*EU/	~i	*EUP/	~(i)
SKWR*/	~j	SKWR*P/	~(j)
K*/	~k	K*P/	~(k)
HR*/	~l	HR*P/	~(l)
PH*/	~m	PH*P/	~(m)
TPH*/	~n	TPH*P/	~(n)
O*/	~o	O*P/	~(o)
P*/	~p	P*P/	~(p)
KW*/	~q	KW*P/	~(q)
R*/	~r	R*P/	~(r)
S*/	~s	S*P/	~(s)
T*/	~t	T*P/	~(t)
*U/	~u	*UP/	~(u)
SR*/	~v	SR*P/	~(v)
W*/	~w	W*P/	~(w)
KP*/	~x	KP*P/	~(x)
KWR*/	~y	KWR*P/	~(y)
SAO*E/	~z	SAO*EP/	~(z)
STK*/	~z	STK*P/	~(z)

CAPS ALPHABET SUMMARY

STROKE	= RESULT	EXAMPLE
LETTER with PERIOD	= CAPS-.-UNATTACHED	A. B. C.
LETTER with * and PERIOD	= CAPS-UNATTACHED	A B C
LETTER with COMMA	= CAPS-ATTACHED	ABC

Lower cased Alphabet Summary

STROKE	=	RESULT	EXAMPLE
Letter with *	=	Lower case - Attached	abc
Letter with *P	=	Lower case - Attached w/parens	Section 142-3(a)

WORD ENDINGS

-a	/cA
-(c)+ability	(cY-BLT
-(v)+ability	(v)BLT
-(c)+able	(cY-BL
-(v)+able	(v)BL
-ably	/BLI
-al	AL
-ally	AL/LI
-an	/(c)AN
-arily	/(c)AIR/LI
-ary	/(c)AIR
	/RI
-at	/(c)AT
-(c)+bility	(cY-BLT
-(v)+bility	(v)BLT
-(c)+ble	(cY-BL
-(v)+ble	(v)BL
-bly	/BLI
-by	/BI
-cally	/KLI
-ch	-FP
-(c)+cial	(c)SHAL
-(v)+cial	(v)RBL
-cious	/SHUS
	-RB/OUS
-ciously	/SHUS/LI
	-RB/OUS/LI
-ciousness	/SHUS/-NS
	-RB/OUS/-NS
-cle	-K/-L
	/K-L
-ct	-KT
-ction	-K/SHUN
-cy	/SI
-d (past)	/-D
-dle	-D/-L
-do	/DOE
-ds (N pl)	-DZ
	-D/-S
-ds (V sing)	-DZ
	-D/-S
-dy	/DI
-e (lg)	(c)AOE
-ed (past)	/-D
-edly	/DLI
-el	EL
-en	EN
-ened	EN/-D
-ener	/NER
-ening	EN/-G
-ens	EN/-S
-er	ER
-erer	/RER
-es (N pl)	/-S
-es (V sing)	/-S
-est	ES/-T
	*ES
-(c)+ful	/-FL
-(v)+ful	-FL
-fully	/FLI
-fulness	/FL-NS
-fy	/FI
-g(e) (j sd)	-J
-ght	-GT
-gle	-G/-L
-go	/GOE
-gy (g sd)	/GI
(j sd)	/JI
-hy (ch sd)	/KHI
(f sd)	/FI
(sh sd)	/SHI
(th sd)	/TH*I
-i (lg i)	/(c)AOI
-i (lg e)	/(c)AOE
-(c)+ibility	(cY-BLT
-(v)+ibility	(v)BLT
-(c)+ible	(cY-BL
-(v)+ible	(v)BL
-ibly	/BLI
-ier	/YER
-iest	/YES/-T
	Y*ES
-ily	/LI
-ing	/-G
-ingly	/GLI
-ish	IRB
-ishment	/SH-PLT
-ishness	/SH-PBS
-ism	IS/-M
	IFM
-ist	IS/-T
	*IS
-istic	IS/TIK
	*IS/TK
-it	/(c)IT
-ity	/TI
-ive	IV
-ively	IV/LI
-iveness	IV/-NS
	IVNS
-ivity	IV/TI
-ize	AOIZ
-izer	AOIZ/ER
-kle	-K/-L
	/K-L
-ky	/KI
-lb	-L/-B
-lch	-L/-FP
-less	/LES
-lessly	/LES/LI
-lessness	/LES/-NS
-lf	-L/-F
(silent "l")	-F
-lge (dj sd)	-L/-J
-lk	-L/-K
(silent "l")	-K
-lm	-L/-M
(silent "l")	-M
-ln	-L/-N
-lp	-L/-P
-lpful	-L/P-FL
-lv(e)	-L*F
(silent "l")	-*F
-ly	/LI
-mb	-M/-B
(silent "m")	-M
-(c)+ment	(cY-MT
-(v)+ment	(v)MT
-mn	-M/-N
-mp	-M/-P
	-FRP
-mple	-M/P-L
	-FRP/-L
-mpt	-MT
-my	/M*I
-nce	-NS
-nch	-N/-FP
-nct	-NGT
-nction	-NG/SHUN
-ness	/-NS
-ng	-NG
-nge (nj sd)	-N/-J
-ngful	-NJ-FL
-nj	-N/-J
-nk	-N/-BG
-nker	-N/KER
-no	/NOE
-nt	-NT
-ny	/N*I
-o (lg)	(c)OE
-ological	LOJ/KAL
-ologically	LOJ/KLI
-ologist	OLJ/S-T
	OLJ*IS
-ology	OLG
-on	/(c)ON
-or	/(c)OR
-orily	OIR/LI
-ory	OIR
	/RI
-ous	OUS
-ously	OUS/LI
-ousness	OUS/-NS
-over	OFR
-ple	-P/-L
	/P-L
-py	/PI
-rb	-RB
	-R/-B
-rch	-R/-FP
-rf	-R/-F
-rv(e)	-R/-V
-ry	/RI
-s (N pl)	/-S
-s (V sing)	/-S
-self	*S
-sh	-RB
-(c)shun ed	(c)SHUN
-(v)shun ed	(v)GS
-(c)+sion	(c)SHUN
-(v)+sion	(v)GS
-(c)+sional	(c)SHUN/AL
	(c)SHUN/L
-(v)+sional	(v)GS/AL
-(c)+sionally	(c)SHUN/AL/LI
	(c)SHUN/L/LI
-(v)+sionally	(v)GS/AL/LI
-sive	/SIV
-sively	/SIV/LI
-siveness	/SIV/-NS
	/SIVNS
-sk	-S/-K
-sle	-S/-L
-sm	-S/-M
	-FM
-some	SM-/
-someness	SM-/-NS
-sp	-S/-P
-ss	-SZ
-(v)+sion	(v)GS
-st	-S/-T
	*S
-sten	S/EN
	*S/EN
-ster	S/TER
	*S/ER
-stful	S/T-FL
	*S/-FL
-stic	S/TIK
	*S/IK
-stically	S/TIK/LI
	*S/IK/LI
-stion	S/SHUN
-stle	S/-L
-stment	S/-MT
	*S/-MT
	S/-T/-MT
	S/T-MT
-stness	S/-T/-NS
	*S/-NS
	S/T-NS
-sy	/SI
-tch	-FP
-th	-T
-thy	TH*I
-(c)+tial	(c)SHAL
-(v)+tial	(v)-RBL
-(c)+tially	(c)SHAL/LI
-(v)+tially	(v)-RBL/LI
-(c)+tion	(c)SHUN
-(v)+tion	(v)GS
-(c)+tional	(c)SHUN/AL
	(c)SHUN/L

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WORD ENDINGS (continued)

-(v)+tional	= (v)GS/AL	-tle	= -T/-L	-vy	= -V/		
-(c)+tionally	= (c)SHUN/AL/LI	-to	= /TOE	-wy	= -W*/		
	= (c)SHUN/LI	-tual	= /KHUL	-xion	= -X/SHUN		
-(v)+tionally	= (v)GS/AL/LI	-ture	= /KHUR	-xious	= -X/SHUS		
-tious	= /SHUS	-ty	= /TI	-xle	= -X/-L		
-tiously	= /SHUS/LI	-u (lg)	= (c)AOU	-xy	= -X/SI		
-tiousness	= /SHUS/-NS	-us	= /(c)US	-y (sd)	= -Z		
-tive	= /TIV	-v(e)	= -V	-zation	= /ZAIGS		
-tively	= /TIV/LI	-v+(v)+l	= (v)VL	-zle	= -Z/-L		
-tiveness	= TIV/-NS	-v+(v)+r	= (v)VR	-zy	= /ZI		
	= TIVNS						

NOTES:

(c)	= any consonant	(sh)	= short vowel	(N pl)	= plural form of noun
(v)	= any vowel	(lg)	= long vowel	(V sing)	= singular form of verb
		(sd)	= sound	(past)	= past tense of verb

WORD BEGINNINGS

NOTE: Outlines are represented by English rather than shorthand equivalent; e.g., PW- = B-, *F = -V, S* = Z-.

a-	= A(c)	e- (sh)	= E(c)	intro-	= SPWRO	re-	= RE/
	= AI	(lg)	= E/	ir-	= IR	retro-	= RET/RO
after-	= AFR		= AOE(c)	micro-	= MAOI/KRO	se-	= SE/
ante-	= AENT	en-	= EN	mini-	= MIN/NI	self-	= SEFL
	= AN/TE	ent-	= SPW.		= MI/NI	semi-	= SEM/MI
anti-	= AN/TI		= EN/T.	mis-	= MIS		= SE/MI
as-	= AS/	enter-	= SPWER	mono-	= MON/NO	shr-	= SHR.
auto-	= AU/TO	er-	= *ER		= MO/NO		= SH-/R.
be-	= BE/	ex-	= EP.	multi-	= MULT	si-	= SI-
bi-	= B*I/		= EX/		= MULTI	some-	= SM-
ch-	= KH-	extra-	= EX/TRA	neo-	= NAOE/YO	sub-	= SUB
co-	= KO-	for-	= FOR	non-	= NON	super-	= SU/PER
col-	= KOL		= FO*R	o- (sh)	= O(c)	supra-	= SU/PRA
coll-	= KL-	fore-	= FOER	(lg)	= OE(c)	trans-	= TRA*NS
com-	= KOM		= FO*ER	out-	= O*UT		= TRANS
comb-	= KOM/B-	hyper-	= HAO*P/ER	over-	= OVR	tri-	= TR*I
comm-	= KM-		= HAO*I/PER	para-	= PA/RA		= TRI
comp-	= KOM/P-		= HAOI/PER	photo-	= FOET	u- (sh)	= U(c)
	= KOFRP	i- (sh)	= I(c)	post-	= POS/-T	(lg)	= YAOU
con-	= KON		= AOI(c)		= PO*S	ultra-	= UL/TRA
cor-	= KOR	il-	= IL	pre-	= PRE	un- (sh)	= UN
corr-	= KR-	im-	= IM	pro-	= PRO	(lg)	= YAOUN
	= KOR	in-	= IN	proto-	= PROET	under-	= UNDZ
counter-	= KOUN/TER	int-	= SPW.	pseudo-	= SAOU/DO	wh-	= WH-
de-	= DE/		= IN/T-	psycho-	= SAOI/KO	wr-	= WR-
di-	= DI/	inter-	= SPWER	radio-	= RAID/YO		
dis-	= DIS	incra-	= SPWRA		= RAO		

NOTE: (c) = followed by consonant, (sh) = short vowel, (lg) = long vowel

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WRITING NUMBERS FOR REAL TIME WITHOUT THE NUMBER BAR

Susan Northington (CIS 70214,1644)

It's possible to write numbers for real time without using the number bar. I call it the "pencil" method and it's very simple, but does take some practice.

Choose a way to write "one" through "nine" on the keyboard in steno that is different from "1" through "9" in steno. It doesn't matter how, as long as they are different (eg., WUPB for 1 and WAOPB for one, or vice-versa). Second, most numbers and money amounts as they appear in transcripts appear as groups of three numbers separated by a "comma-delete-space" or a decimal point or hyphen or slashes as in dates.

The "pencil" part comes in as follows: If you had a pencil in your hand to jot this down as someone spoke and knew it was a money amount, "one million nine hundred and eighty-five thousand three hundred and twenty-six dollars and twenty-nine cents," you'd most likely write: "$ 1 comma 9 8 5 comma 3 2 6 point 2 9." When the words "billion," "million," and "thousand" are spoken, you wouldn't write those words in english with your pencil (nor BIL, MIL, or THOU), but you'd write a COMMA with a pencil. Writing real-time numbers can be handled the same way. Also, you wouldn't write the word "and" or "hundred" with your pencil, and there would be no trouble reading back those numbers. It's not necessary to write BIL, MIL, THOU, HUN or APBD in steno when writing numbers, either. If we were reading aloud from a list of numbers and "$1,985,326.29," appeared, we'd automatically speak the words million, thousand, and hundred even though they're not written there.

The idea here is to write numbers in steno exactly as you would with a pencil in your hand. Of course, you must devise a steno stroke for a comma-delete-space (I use -RZ, and call it my number comma, easy to remember since your right hand is already reaching for RBGS, just a slight alteration). Also, it's necessary to devise a steno stroke for a decimal point. It doesn't matter what it is, but POI works well as a decimal point (period-delete-space), and SPOI works well for things like "blood alcohol of .14," a "space point," space-period-delete-space. The dollar sign can be anticipated and written in steno very often, but when it's not, simply write the word "dollars" afterward.

In steno, I'd write the above example, $1,985,326.29, as: TK-S/WUPB/-RZ/TPHAOEUPB/AEUT/TPAOEUF/-RZ/THRAOE/TWO/SIX/POI/ /TWO/TPHAOEUPB. If you're uncomfortable not writing BIL, MIL, and THOU in steno, those words may be incorporated into the "number comma" by writing PH-RZ for million, PW-RZ for billion, and T-RZ for thousand but defining them the same way: Comma-delete-space.

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Writing time is easy: Devise a stroke for a colon used in time exclusively and define it as delete-space-colon-delete-space.

Some CAT systems only have the numbers "suck up" to each other if they are generated from the number bar. If you try this system and notice that there are spaces between your keyboard-generated numbers, that can be "fixed." Sit down at your steno machine and stroke the numbers on the keyboard from 00 through 99 (TPHAOEUPB/TPHAOEUPB) through 000, 001, 002, through 999. (Yes, it takes a thousand-plus entries.) Translate these numbers, and then define them with no spaces between the digits. The steno number TPHAOEUPB/TPHAOEUPB/TPHAOEUPB may tran as 9 9 9. Define it as the "word," 999. Now, when you write a dollar sign, number commas, and decimal point in your steno, everything will tran nicely. (I do, however, use the number bar for calendar years: 1985 is #1-9/AEUT/TPAOEUF; the #1-9 and #1-8 being defined as 19-delete-space and 18-delete-space.)

A caveat: If your CAT system doesn't eliminate spaces between numbers written from the keyboard and you've defined numbers in groups of three as above, then numbers transcribed in a group of four, such as the last four digits of a phone number, social security number, some federal cites, and some addresses will have a space before the very last digit. Sometimes it's possible to write "DELS/DELS" in steno for a delete space where necessary. It is a trade-off to have that occasional extra space appear, but absolute confidence when writing numbers -- no more bouncing number bar, compressing of numbers on the same line, etc. -- is worth it.

The "pencil" method I find no slower, even though it means writing longer, because there's no hesitation or worry that the number bar was missed or bounced. Even if a written-out number is slightly misstroked, it can still be transcribed correctly later without digging out exhibits or an adding machine and running your own calculations.

Oh, almost forgot: After a while you may tire of writing 2,000 as TWO/-RZ/O/O/O. So why not make up a stroke for ",000"? Let's do it! What is easy to remember is AORZ, since the AO is the oo sound. Can't you just "see" all those 0's plus the number comma? So "2,000" is TWO/AORZ. "2,000,000" is the 2 plus AORZ twice, TWO/AORZ/AORZ. A "billion" ending is the AORZ three times. With a little practice, it's truly not hard to do as you begin to "see" the number in your mind as it would be written on paper and write it the same way in steno.

Okay, are you ready? Bring on the accountants and real estate appraisers. We've got their number!

Number Construction Set
Kevin Wm. Daniel [71021,1115]

Here, with apologies to Ed Varallo and the caption writers at NCI who wrote the book on realtime writing, is what I refer to as my Number Construction Set:

```
*-D= $~                    TK-S=~
E-RBGS=~,~                 EU-RBGS=~-~
POEUPBD=~.~                THOU/THOU=~,000
POEPBT= .~                 HUPB/HUPB=~00
```

You must either use the number bar for your numerals 0-9, or you must define a stroke for each of the numbers 0-9. They must be different from your strokes for "zero" through "nine". If you use the number bar, however, you will save many strokes over the long haul. For instance, "1989" can be written in two strokes using the number bar: 19#/89#. If you define separate strokes for each of the ten numbers 0 through 9, it will have to be written in four strokes. (I might be overlooking something, since I only use the number bar.

Where the dollar sign is concerned, you basically have to make an educated guess -- is this a dollar amount coming or not? It's my experience that attorneys usually think they said "dollars," whether they did or not, and they expect to see the dollar sign on the screen. If you guessed wrong and it's not a dollar amount, you can always write yourself a note to correct it.

It's absolutely necessary that you remove ALL number entries from your dictionary. An example of problems if you don't: 9#/2#= '92 will cause 19#/9#/2#= 19 '92. And that's only a sample.

Having stated the absolute rule, I will follow it with my personal exceptions. You may like them, or you may prefer to refer to any of the several realtime texts now available. Most everyone else has a different solution to the following:

For times, I have defined the colon (FPLT/FPLT) with each of the times 01 through 59. EXAMPLE: FPLT/FPLT/0#/7#=~:07. 3:07 is written as 3#/FPLT/FPLT/0#/7#. To write even hours, such as 7:00, I use the "K" in combination with the number, such as K-7#= 7:00. For numbers written with the left hand, such as 1:00 or 2:00, I use the "-BG", such as 1#-BG and 2#-BG.

For writing years, such as '78 or '81, I follow the numbers with the stroke "S-S" and define all years from '20 through '99. For example, '92 is written 9#/2#/S-S. The "S-S" was an arbitrary choice, but caused less of a problem than the "AOE" for apostrophe I was taught in school. Too many words begin with "AOE" for me. And it's easier to follow the number with a stroke than to have to wait to see if it's a year they're talking about before you can write the number.

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THREE SYSTEMS FOR PERFECT NUMBER TRANSLATION

A little over two years ago, I wrote an article for what was then the NSR about my system for perfect number translation on CAT. Since then I have had several requests to furnish copies of that article from reporters who missed it at the time or who have only more recently become interested in developing a foolproof system for writing numbers.

I have made some changes to my number system since that time, always picking up what I can from other reporters. I have also joined the CRFORUM on CompuServe, where I have picked up copies of numbering systems used by other reporters.

I thought a collection of several different methods might be helpful to anyone trying to develop or fine-tune a number system, so with their permission, I am providing my system and that of Kevin Daniel, RPR-CM, and Susan Northington, RPR-CM/CRR.

Kevin's system, like mine, uses the number bar, but Susan's system does not, so there is something here for everyone! As far as I can see, the only disadvantage to using the non-number bar system is that you don't get the advantage of one-stroke time figures and Roman numerals.

As with every change in writing style, if some specific aspect of one of these systems does not work for you, substitute something that does. Pick and choose among them what you like. The three different methods illustrated may spark some ideas. By adopting these theories and creating your own, you will resolve one of your thorniest translation problems.

Read on and decide for yourself what you like best! Sample notes and a list of defines for each system appear at the end of this article.

I hope one of these methods of writing numbers will work well for you and seeing your numbers translate perfectly will give you the satisfaction it does me. It is just one more step in increasing productivity and preparing yourself for real-time writing.

Now you can face those accountants armed with reams of spreadsheets with confidence. "Actuary? Daily? Of course. No problem."

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LAURA'S NUMBER SYSTEM

The first rule to mastering "perfect numbers" is very simple: Stroke out the number or use a brief for the numbers you want to translate as words, i.e., "thirty-five"; use the number bar for numbers you want to translate as figures, i.e., "35."

Time Numbers

Use the "K" on your left bank and the "BG" on your right bank to stroke an "o'clock" figure. "2-BG" is defined as 2:00, "K-6" as 6:00, and so on. For the only two-stroker, 11:00, hit the "1" alone on the first stroke, and "1-BG" on the second stroke. The two strokes are defined as 11:00.

In order to write minutes using my method, and to use much of the rest of my system for writing numbers, you must be able to define a delete space on your CAT system. On my system, it is the tilde character (~), which I will use throughout this article to mean delete space.

First, define "KOL" or some other stroke that works for you as ~:~. Then, in order to write a time in hours and minutes, simply use the combination of your number bar and the "KOL" stroke to write any time. In this way, 3:45 is written 3/KOL/45; 11:05 is written 1/1/KOL/0/5, et cetera.

Roman Numerals

Once you are accustomed to using the "K" and "BG" to define time figures, Roman numerals are a snap. The principle is identical, but the initial "R" or final "R" is used instead of the "K" or "BG." Thus, the stroke "R-6" is VI, "2-R" is II. Easy!

Dollar Figures

You may have read before that the only way to get that pesky dollar sign up in front of the figure is to write it before writing the number. Although there is one software system currently on the market that will swap the dollar sign with the preceding figure, most systems do not yet have that capability. Until your system can do that, you must write the dollar sign first in order to have the number translate with the dollar sign in front.

It is not always possible to get the dollar sign written before the number because sometimes you just cannot keep waiting to see if the speaker is going to end a long figure with the word "dollars." However, I find that I get it right most of the time. Stroking the dollar sign first takes some getting used to, but as with any change in writing style, it becomes easy, even autoratic, with use.

Here's how I do it now:

Define "DZ" as $-. Next, define "THOURBGS" (or any other stroke that works for you) as -,-. Finally, define "THOUZ" as -,000. I have also defined AO as -00.

Now you are ready to roll -- you can write any whole number and have it translate perfectly.

10,000 is stroked: 10/THOUZ
$12,407 is stroked: DZ/12/THOURBGS/4/0/7
$2,030 is stroked: DZ/2/THOURBGS/0/30
2400 is stroked: 24/AO
$10,001 is stroked: DZ/10/THOURBGS/0/0/1
$1,010,100 is stroked: DZ/1/THOURBGS/0/10/THOURBGS/1/AO

And in eager anticipation of the new capabilities I am expecting in my software, I already have a new stroke in mind - SW-DZ - which I will define as $- swap with the previous word, so that I can write my dollar sign after the number (my SW-DZ dollar sign - think of the SW as "swap") and still have it translate correctly. I can hardly wait for this new feature. (Can you tell?)

Tenths, Hundredths, Etc.

Now that you can write whole numbers without any problem, it's time to tackle tenths, hundredths, any number using a decimal point.

Define P-PBT as -.- and define SP-PBT as .- with no delete space in front. Think of the "S" at the front of "SP-PBT" as meaning "space" to give you a space before the point, i.e., .08, as in the legal limit for blood alcohol level. (This same principle can be used with the hyphen, "SH-PB" to give you a space before the hyphen and "H-PBS" to give you a space after the hyphen.)

Using these outlines, ".18" would be written "SP-PBT/1/8" or "SP-PBT/18," and "1.25" would be written "1/P-PBT/25."

Apostrophes

I have three apostrophes, one of which is handy with patent numbers or anything else that you need to have translate with an apostrophe out in front.

SPAE = '-
AE = -'
AES = -'s

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I used to use my number briefs to write years, and for the abbreviated year, I used the number brief followed by an AE, defining the two strokes. In this way, '89 would be stroked KWRAOEUPB/AE.

Last summer, I saw Ed Varallo speak at the NCRA convention in Chicago. At that time I was introduced to his numbering system for years, which he outlines in his book, "The Real-Time Writer's Manual, A Common-Sense Guide for Court Reporters." I have since adopted his numbering system for writing years. With his method, it is possible to write years, abbreviated and unabbreviated, in one stroke. This method takes some getting used to, but it is a lifesaver once you have grown accustomed to the strokes.

With this method, 1K (SK hit with the number bar), representing 19, is stroked at the same time as the other two digits for the year. Thus, 1978 would be written 1K 78. (Note, you do not have to hit the 1, merely the S. Stroking the number bar with any finger will produce the 1K.)

In order to reverse the last two digits, stroke an E with the number, i.e., 1KE78 = 1987. In order to write a year whose last two digits are the same, stroke the number with the U. 1KU8 = 1988.

For abbreviated years, stroke just the K instead of SK, using the same method of adding the final two digits.

This system for writing years is just one tidbit in this wonderful book, which also contains a complete system for writing numbers different from the systems presented here - well worth the price.

LAURA'S DEFINES

XOL	=	-:-
1-BG	=	1:00
2-BG	=	2:00
3-BG	=	3:00
4-BG	=	4:00
5-BG	=	5:00
K-6	=	6:00
K-7	=	7:00
K-8	=	8:00
K-9	=	9:00
10-BG	=	10:00
1/1-BG	=	11:00
12-BG	=	12:00
-DZ	=	$-
THOUZ	=	-,000
THOURBGS	=	-,-
AO	=	-00
P-NT	=	-.-
SP-NT	=	.-
SPAZ	=	'-
H-NS	=	--
SH-N	=	--

1-R	=	I
2-R	=	II
3-R	=	III
4-R	=	IV
5-R	=	V
R-6	=	VI
R-7	=	VII
R-8	=	VIII
R-9	=	IX
10-R	=	X
H-F	=	-
SBIT	=	Exhibit^
NOFFLT	=	No.^
*T	=	-th
*S	=	-st

Vicki's

Number Briefs

(once=WUNS ones=WUNZ)

one	WUN	
two	TWO	
three	THRE	
four	FOUR	
five	F*EUF	
six	SEUBGS	
seven	S*EFN	
eight	AEU	
nine	NEUN	
ten	TEN	
eleven	HREN	
twelve	TWEL	
thirteen	THEURN	
fourteen	FOURN	
fifteen	FEUN	
sixteen	SEUN	
seventeen	SAEN	
eighteen	AEUN	
nineteen	NAEN	
twenty	TWENT	
twenty-one	TWUN	
twenty-two	TWAO	
twenty-three	TWAE	
twenty-four	TWOER	
twenty-five	TW*EUF	
twenty-six	TWEUBGS	
twenty-seven	TW*EFN	
twenty-eight	TWAEU	
twenty-nine	TWAOEUN	(twine with an asterisk)
thirty	THIRT	
thirty-one	THRUN	
thirty-two	THRAO	
thirty-three	THRAE	
thirty-four	THROER	
thirty-five	THR*EUF	
thirty-six	THREUBGS	
thirty-seven	THR*EFN	
thirty-eight	THRAEU	
thirty-nine	THRAOEUN	
forty	FOURT	
forty-one	FRUN	
forty-two	FRAO	
forty-three	FRAE	
forty-four	FROER	
forty-five	FR*EUF	
forty-six	FREUBGS	(friction in two strokes)
forty-seven	FR*EFN	
forty-eight	FRAEU	(fray with an asterisk)
forty-nine	FRAOEUN	
fifty	FIFT	
fifty-one	TBUN	

fifty-two	TBAO	
fifty-three	TBAE	
fifty-four	TBOER	
fifty-five	TB*EUF	
fifty-six	TBEUBGS	
fifty-seven	TB*EFN	
fifty-eight	TBAEU	
fifty-nine	TBAOEUN	
sixty	SEUBGT	
sixty-one	SKUN	
sixty-two	SKAO	
sixty-three	SKAE	
sixty-four	SKOER	
sixty-five	SK*EUF	
sixty-six	SKEUBGS	
sixty-seven	SK*EFN	
sixty-eight	SKAEU	
sixty-nine	SKAOEUN	
seventy	S*EFNT	
seventy-one	SRUN	
seventy-two	SRAO	
seventy-three	SRAE	
seventy-four	SROER	
seventy-five	SR*EUF	
seventy-six	SREUBGS	
seventy-seven	SR*EFN	
seventy-eight	SRAEU	
seventy-nine	SRAOEUN	
eighty	YAEUT	
eighty-one	YUN	
eighty-two	YAO	
eighty-three	YAE	
eighty-four	YOER	
eighty-five	Y*EUF	
eighty-six	YEUBGS	
eighty-seven	Y*EFN	
eighty-eight	YAEU	
eighty-nine	YAOEUN	
ninety	NEUNT	
ninety-one	NUN	
ninety-two	NAO	
ninety-three	NAE	
ninety-four	NOER	(another = NOERT)
ninety-five	N*EUF	
ninety-six	NEUBGS	
ninety-seven	N*EFN	
ninety-eight	NAEU	
ninety-nine	NAOEUN	
hundred	HUN	
thousand	THOU	
million	PH-L	
billion	PW-L	
trillion	TR-L	

Mary Lee Taylor – Report

REPORT OF STUDENTS IN ACCESSIBILITY SERVICES USING REAL-TIME CAPTIONING, FALL 1993 AND SPRING 1994 AMARILLO COLLEGE, October 26, 1994

In the Fall of 1993 semester five students had real-time captioning in one or more of their classes. In the Spring of 1994 five students had real-time captioning in one or more of their classes which gave a total of ten students for both semesters. The students had different disabilities, but they all had a disability in the area of writing. Included in the group were deaf, learning disabled in writing, blind, and physical disabilities related to the function of the hands. All of these students would have had an accommodation for note taking as part of their classroom accommodation requested by Accessibility Services.

The Coordinator of Accessibility chose the students who would receive real-time notetaking as part of their accommodation for the semester. Patsy LeMaster, head of Court Reporting in the Office Occupations Department, secured court reporting students who would like to receive credit in their classes by volunteering to take notes for Accessibility students. The classes were assigned based on the schedules of the court reporters, and notes were taken by the court reporters during the last part of the semester. The notes were brought to the Office of Accessibility Services for the students to pick-up after they were edited. The types of classes included a number of disciplines such as business, speech, psychology, sociology, art, English, and government. The students greatly appreciated having transcriptions of their classes. Perhaps the appreciation was not as evident during the time that the project was going on as it has been this semester. Several of the students who participated in the project have requested real-time captioning this semester; however, it hasn't been available this semester.

The chart below (Chart #1) shows the type of disability, type of class, grade for class, student's GPA, and the semester. Three of the students totally withdrew from classes (T.W.) which is 30% That figure is a little lower than the regular population. One student withdrew from one class, but it was a particularly difficult class for his disability. The grades ranged from "A to F", and that is like the regular population. The grade point average is average.

It is difficult to draw valid conclusions from such a small group of students. From a professional viewpoint, it is a wonderful service to provide for disabled students. Although this group is small, it is a sampling which illustrates that there are many talented and qualified students with physical disabilities who cannot write and truly need good notes in order to pass the classes.

Students with impaired hearing have greatly benefited from real-time captioning because they do understand spoken language, but their impaired hearing does interfere with their ability to take notes. They also usually have an interpreter and cannot watch the interpreter and take notes. Students with profound hearing losses have never acquired spoken language and do not benefit as much. Blind

students benefit because they are handicapped in writing because of the lack of good vision to support the eye hand task. If blind students have a laptop computer, they probably can take good notes. For totally blind students the notes may be saved on disk and the student reads them with a speech synthesizer. Students with low vision may use a computer disk and read it on the computer with a screen enlarger or use the printed copy and read it on a CCTV. Students with physical disabilities such as hand injuries from muscular diseases, paralysis, and injuries benefit from having good notes which they cannot accomplish on their own. Many learning disabled students write so slowly and with such poor penmanship that having good notes to study from is a real bonus for them. Learning disabled with auditory processing problems benefit because they do not accurately receive the lecture.

Chart #1

Disability	Class	Grade	GPA	Semester
LD, writing	Basic Grammar and Writing II	W	T. W.	931
Physical, hands	Introduction to Business	W	T. W.	931
Deaf	Basic Grammar and Writing I	W	T.W	931
Blind	Interpersonal Communication	C	2.5	931
Blind	Freshman Composition I	D	2.5	931
Blind	Office Procedures	W	2.5	942
Physical, hands	Public Speaking	A	3.5	942
Physical, hands	Child Psychology			
Deaf	Social Principals & Institutions	B	2.3	942
Deaf	Art History II	F	2.3	942

The Office of Accessibility has appreciated real-time captioning initiated by the department of Office Occupations in several ways. First, it provided disabled students a needed accommodation in a very professional way. Second, mutual benefits were received by court reporters and disabled students for no extra cost to

either department. Third, during times of budget cuts, mutual support arrangements for note taking for disabled students is a benefit to the institution. Real-time captioning has been an exceptional program that would be coveted by any campus for financial reasons.

Looking at costs if the college undertook to provide this program on a pay basis for students will illustrate what a valuable service it is. In terms of cost to the institution, it would be very expensive to provide real-time captioning for all students who fit within these categories. This semester, Fall 1994, three students with hearing impairments, four students who are legally blind, eight students with physical injuries, and five students with a learning disability would benefit from real-time captioning. This is a total of twenty students. Captioning is done in the classroom and then edited before printing or saving to disk. This requires approximately two hours of labor. If student captioners are paid student wages of $4.25 per hour, the cost per week would be $1402.00 for 20 students. The cost per semester or sixteen weeks would be $22,432.00 for 20 students. The following table (Chart #2) shows the number of students per disability, hours and classes per disability, and the cost to the institution per week and semester for this accommodation if it had been offered on a paid basis this semester.

Chart #2

Disability	# Stdnts	Hours	Classes	Cost per week
Deaf	3	44	14	$357.00
Blind	4	42	14	$357.00
Physical	9	65	18	$459.00
Learning Disabled	4	32	9	$229.50
Total	20 per smstr.	183 per smstr.	55 per smstr.	$1402.00 per week
Total cost per semester (16 Weeks)				$22,432.00 per semester

In terms of federal disability law, there are several things that are prohibited to an institution of higher education when providing services to disabled students. One of the prohibited discriminations is: "Do not provide different or separate aids, benefits, or services to a qualified individual with a disability unless it is

necessary to assure they are as effective as those provided to nondisabled individuals". The service of real-time captioning is a different aid that is above that provided to other students which may give other students reason to complain, and it probably isn't necessary to assure that they are as effective as those provided to nondisabled students. It can also be a reason for other disabled students to complain who are not chosen to have real-time captioning. It could be termed reverse discrimination by nondisabled students, and real-time captioning could be termed discrimination between disabled students. Which type of disabled student is to receive the service and which one is not to receive it?
This legal issue needs clarification.

Providing real-time captioning services to a number of students would require scheduling time. This job would need to be done at the first of the semester when all faculty are extra busy. Also, students are absent at times and the spot would need to be filled on a short notice basis throughout the semester.

Internet has recently had a number of people responding on the question of providing notetakers for disabled students on their campuses. AC policy is to ask for volunteers from the classes to take notes for the disabled student on NCR paper. Of the sixteen responses on Internet, they discussed use of NCR paper versus copying on copy machines; paying by the class period (minimum wage), paying an honorarium, or the use of volunteers; training for notetakers; and using real-time captioners for some students. When they pay by the hour, it varies from $4.25 to $6.00. The honorarium ranges from $50.00 to $60.00 per semester.

In conclusion, using real-time captioning has been an exciting project which is on the cutting edge of accommodations for disabled students, but it would be a very expensive accommodation if there were many students and the captioners were paid. There are some legal issues that do not have clear cut answers regarding providing a superior accommodation to disabled students as an aid which is not received by other students. Also, there is the risk of creating discrimination within the disabled population, or said another way "Which disabled student will have real-time captioning as an accommodation?" and which one will not. From brief research on Internet, a number of contrasting ways of providing notes are used by other institutions which include: 1. Student notetakers paid by the hour or honorarium versus volunteer notetakers. 2. One institution used court reporting for very selected students. 3. Some institutions use NCR paper contrasted to others who make copies of student notes.

Report submitted by: Mary Lee Taylor Date 10-26-94

Mary Lee Taylor
Coordinator of Accessibility Services